

BRITISH
COUNCIL

2024

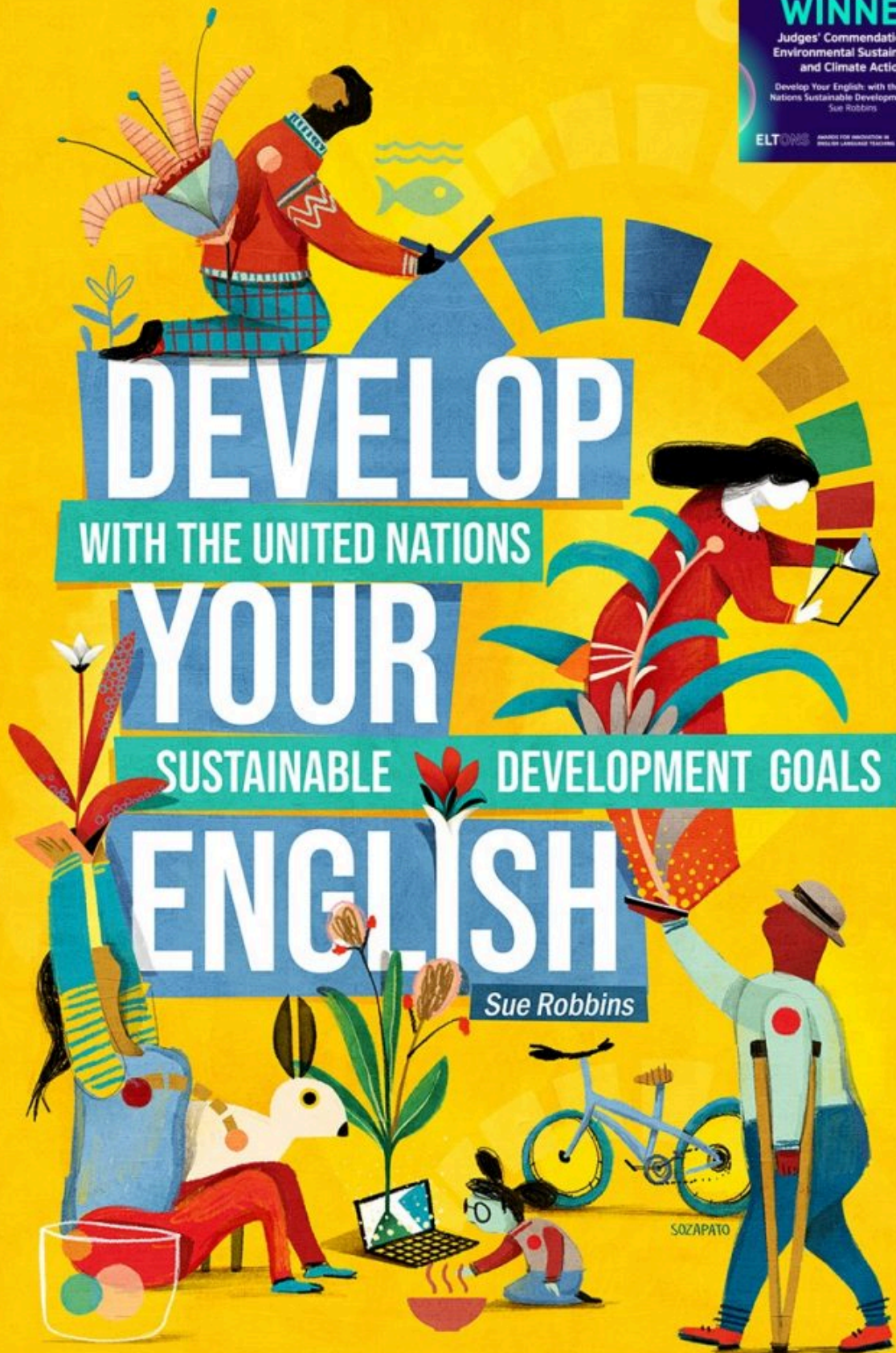
WINNER

Judges' Commendation for
Environmental Sustainability
and Climate Action

Develop Your English: with the United
Nations Sustainable Development Goals
Sue Robbins

ELT

AWARDED FOR INNOVATION IN
PROFICIENT LEARNING TEACHING



Develop Your English was a finalist in the 2024 British Council ELTons Awards for Innovation in English Language Teaching and Learning, and received the Judges' Commendation for Environmental Sustainability and Climate Action.

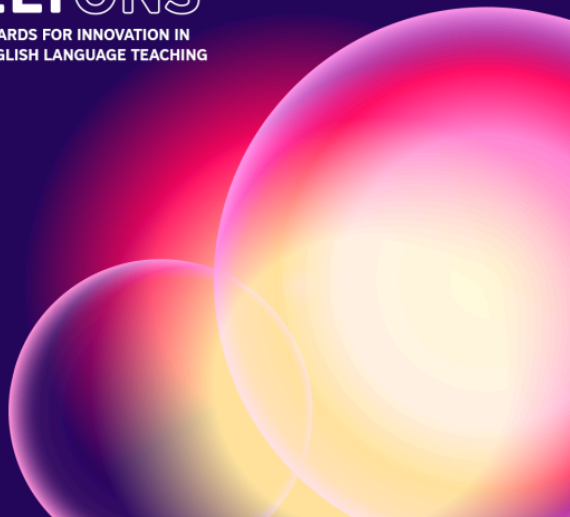




FINALIST

Excellence in
Course Innovation

ELTONS
AWARDS FOR INNOVATION IN
ENGLISH LANGUAGE TEACHING



Develop Your English

DEVELOP YOUR ENGLISH

with the United Nations Sustainable Development Goals

SUE ROBBINS

University of Sussex Library
Brighton, UK



Develop Your English Copyright © 2024 by Susan Robbins is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/), except where otherwise noted.

CONTENTS

Acknowledgments	xxi
Foreword	xxii
Brian Tomlinson	
Welcome	xxv
Sue Robbins	
Overview	xxxi
<i>Section 1: Resource Use</i>	xxxii
<i>Section 2: Life Chances</i>	xxxiii
<i>Section 3: Struggle</i>	xxxiv
<i>Section 4: Health & Well-being</i>	xxxv
Keeping a vocabulary book	xl
<i>Your vocabulary book</i>	xl
Speaking practice	xl
<i>Develop your speaking with Artificial Intelligence (AI)</i>	xl

Section 1: Resource Use

Unit 1 Circular Economy: SDG12	3
<i>Responsible Consumption and Production</i>	
<i>Key vocabulary</i>	3
<i>Introduction</i>	4
<i>Reading – African digital innovators are turning plastic waste into value – but there are gaps</i>	5
<i>Function – Causality</i>	10
<i>Data Visualisation – Plastic waste to chemicals</i>	11
<i>Pronunciation – Word stress in four-syllable words</i>	12
<i>Listening – Waste Not, Want Not (6 mins)</i>	13
<i>Vocabulary – Responsible consumption and production</i>	15
<i>Writing</i>	15
<i>Speaking – In your local context...</i>	16
<i>Looking ahead to Unit 2</i>	18
Unit 2 Circular Economy: SDG7	19
<i>Affordable and Clean Energy</i>	
<i>Key vocabulary</i>	19
<i>Introduction</i>	20
<i>Reading – Six things you can do with coffee – after you've finished drinking it</i>	21
<i>Vocabulary – Compound adjectives</i>	24
<i>Listening – Fuel (5 mins)</i>	25
<i>Function – Comparing and contrasting</i>	28
<i>Writing</i>	29
<i>Data Visualisation – Cell phone recycling</i>	30
<i>Speaking</i>	33
<i>Looking ahead to unit 3</i>	34
<i>Extension activities</i>	34

Extension Activities Units 1 & 2	35
<i>Units 1 & 2 – Circular Economy</i>	35
Unit 3 Innovation: SDG9	42
<i>Industry, Innovation and Infrastructure</i>	
<i>Key vocabulary</i>	42
<i>Introduction</i>	43
<i>Data Visualisation – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i>	44
<i>Reading – Circular fashion: turning old clothes into everything from new cotton to fake knees</i>	46
<i>Vocabulary – Compound words</i>	50
<i>Pronunciation – Word stress in compound words</i>	50
<i>Listening – Depop sale: fashion retailers must move faster on sustainability (8 mins)</i>	51
<i>Grammar – Gerunds and infinitives</i>	53
<i>Writing</i>	55
<i>Speaking</i>	56
<i>Looking ahead to unit 4</i>	57

Unit 4 Innovation: SDG14	58
<i>Life Below Water</i>	
<i>Key vocabulary</i>	59
<i>Introduction</i>	59
<i>Reading – Following a t-shirt from cotton field to landfill shows the true cost of fast fashion</i>	60
<i>Pronunciation – Silent letters</i>	64
<i>Vocabulary – Negative environmental impacts</i>	64
<i>Writing – Summary</i>	65
<i>Function – Expressing caution</i>	66
<i>Grammar review – Gerunds and infinitives</i>	67
<i>Listening – 10 ways to cut shipping's contribution to climate change (6 mins)</i>	67
<i>Writing</i>	69
<i>Data visualisation – Our ocean is endangered</i>	70
<i>Speaking</i>	72
<i>Extension activities</i>	73
<i>End of Section One – Resource Use</i>	73
Extension Activities Units 3 & 4	74
<i>Units 3 & 4 – Innovation</i>	74

Section 2: Life Chances

Unit 5 Opportunity: SDG5	85
<i>Gender Equality</i>	
<i>Key vocabulary</i>	85
<i>Introduction</i>	86
<i>Data visualisation – Achieve gender equality and empower all women and girls</i>	87
<i>Reading – Okonjo-Iweala in the WTO top job: breaking the glass ceiling is a win for all women</i>	89
<i>Vocabulary – Compound nouns to describe powerful people</i>	93
<i>Vocabulary – Word families</i>	94
<i>Pronunciation – Word stress in word families</i>	95
<i>Listening – How to increase the role women play in developing the African continent (4 mins)</i>	96
<i>Grammar – Narrative tenses</i>	98
<i>Writing</i>	101
<i>Speaking – Discussion</i>	102
<i>Looking Ahead to Unit 6</i>	103
Unit 6 Opportunity: SDG10	104
<i>Reduced Inequalities</i>	
<i>Key vocabulary</i>	105
<i>Data visualisation – The world's wealth inequality</i>	106
<i>Reading – What I learned when I recreated the famous 'doll test' that looked at how Black kids see race</i>	108
<i>Grammar – Double comparatives 'as ... as' and 'the ... the'</i>	113
<i>Listening – India Tomorrow part 4: women and gender (8 mins)</i>	114
<i>Writing</i>	117
<i>Speaking</i>	118
<i>Extension activities</i>	120
<i>Looking Ahead to Unit 7</i>	120

Extension Activities Units 5 & 6	121
<i>Units 5 & 6 – Opportunity</i>	121
Unit 7 Children and Young People: SDG1	129
<i>No Poverty</i>	
<i>Key vocabulary</i>	130
<i>Introduction</i>	130
<i>Data Visualisation – The global Multidimensional Poverty Index (MPI)</i>	131
<i>Reading – Growing up in poverty weakens later health – even if you escape it</i>	133
<i>Grammar – Verb + dependent preposition</i>	136
<i>Vocabulary – Adversity</i>	138
<i>Pronunciation /æ/ and /ɑ:/</i>	138
<i>Listening – Lockdown and young people living on the streets of Harare, Zimbabwe (4 mins)</i>	139
<i>Writing</i>	142
<i>Speaking – Poverty in America</i>	143
<i>Looking Ahead to Unit 8</i>	144
Unit 8 Children and Young People: SDG4	145
<i>Quality Education</i>	
<i>Key vocabulary</i>	146
<i>Introduction – The global education crisis</i>	146
<i>Grammar – Second conditional</i>	149
<i>Listening – Higher education in refugee camps (5 mins)</i>	151
<i>Read – Young refugees share what it's like trying to finish school, find work and get married</i>	153
<i>Vocabulary – Suffixes</i>	158
<i>Grammar – Present perfect (present result of past actions)</i>	160
<i>Vocabulary – Adjectives of nationality</i>	161
<i>Writing</i>	163
<i>Extension activities</i>	165
<i>End of Section 2 – Life Chances</i>	165

Extension Activities Units 7 & 8	167
<i>UNITS 7 & 8 – Children and Young People</i>	167

Section 3: Struggle

Unit 9 City Life: SDG8	177
<i>Decent Work and Economic Growth</i>	
<i>Key vocabulary</i>	177
<i>Introduction</i>	178
<i>Data Visualisation – Migrants significantly contribute to economic growth</i>	179
<i>Listening – How we treat migrant workers who put food on our tables (5.5 Mins)</i>	182
<i>Reading – Refugees can actually create jobs for locals in growing cities – if given the chance</i>	184
<i>Vocabulary – Definitions: Business and the economy</i>	188
<i>Function – Paraphrasing</i>	189
<i>Writing</i>	190
<i>Speaking</i>	191
<i>Looking Ahead to Unit 10</i>	192

Unit 10 City Life: SDG11	193
<i>Sustainable Cities and Communities</i>	
<i>Key Vocabulary</i>	194
<i>Introduction</i>	194
<i>Reading – Affordable housing proves life-changing for the urban poor – but poses unexpected risks for women</i>	195
<i>Data Visualisation – Highly damaging natural disasters have become much more frequent and costly</i>	199
<i>Listening – Most buildings were designed for an earlier climate – here's what will happen as global warming accelerates (9 mins)</i>	201
<i>Grammar – Articles (a, an, the, Ø)</i>	205
<i>Writing</i>	205
<i>Speaking</i>	207
<i>Extension activities</i>	208
<i>Looking Ahead to Unit 11</i>	209
Extension Activities Units 9 & 10	210
<i>UNITS 9 & 10 – City Life</i>	210
Unit 11 Dignity: SDG16	217
<i>Peace, Justice & Strong Institutions</i>	
<i>Key Vocabulary</i>	218
<i>Introduction</i>	218
<i>Data Visualisation – Positive peace</i>	219
<i>Pronunciation – Consonant clusters</i>	221
<i>Reading – Speak up and eliminate forced labour – business can be ethical and profitable</i>	222
<i>Function – Demonstrating logic</i>	227
<i>Listening – Indigenous land defenders (7 mins)</i>	228
<i>Listen for main idea</i>	229
<i>Writing</i>	231
<i>Speaking</i>	232
<i>Looking Ahead to Unit 12</i>	233

Unit 12 Dignity: SDG6	234
<i>Clean Water and Sanitation</i>	
<i>Key Vocabulary</i>	235
<i>Introduction</i>	235
<i>Listening – A closer look at the informal water market in Kenya (4.5 mins)</i>	236
<i>Reading – India: why collecting water turns millions of women into second-class citizens</i>	239
<i>Vocabulary – Synonyms: Talking about difficult or unpleasant tasks</i>	243
<i>Grammar – Impersonal passive</i>	243
<i>Data Visualisation – A day in the life of two girls</i>	244
<i>Writing</i>	246
<i>Speaking</i>	247
<i>Extension activities</i>	248
<i>End of Section 3 – Struggle</i>	248
Extension Activities Units 11 & 12	249
<i>Units 11 & 12 – Dignity</i>	249

Section 4: Health and Well-being

Unit 13 Food: SDG2	259
<i>Zero Hunger</i>	
<i>Key vocabulary</i>	260
<i>Introduction</i>	260
<i>Data visualisation – Let’s talk about hunger</i>	261
<i>Reading – Ghana’s school feeding scheme is slowly changing children’s lives</i>	263
<i>Pronunciation /i:/ and /ɪ/</i>	266
<i>Function – Talking about setting up and running a programme</i>	267
<i>Listening – The racial hunger gap in American cities and what to do about it (5 mins)</i>	268
<i>Vocabulary – Consequences of hunger</i>	270
<i>Writing</i>	271
<i>Speaking</i>	272
<i>Looking Ahead to Unit 14</i>	273
Unit 14 Food: SDG3	275
<i>Good Health and Well-being</i>	
<i>Key vocabulary</i>	275
<i>Introduction</i>	276
<i>Data visualisation – Food loss and food waste</i>	277
<i>Listening – We throw away a third of the food we grow (8 mins)</i>	279
<i>Pronunciation – Consonant clusters</i>	281
<i>Vocabulary – Collocations with food</i>	283
<i>Reading – Food waste: using sustainable innovation to cut down what we throw away</i>	283
<i>Function – Causality</i>	287
<i>Writing – Letter</i>	289
<i>Speaking</i>	289
<i>Extension activities</i>	290
<i>Looking Ahead to Unit 15</i>	291

Extension Activities Units 13 & 14	292
<i>Units 13 & 14 – Food</i>	292
Unit 15 Climate: SDG15	300
<i>Life on Land</i>	
<i>Key vocabulary</i>	301
<i>Introduction</i>	301
<i>Data Visualisation – Who Is at Risk of Climate Change?</i>	302
<i>Listening – Links between climate and health (3 mins)</i>	303
<i>Function – Establishing links</i>	305
<i>Vocabulary – Contronyms</i>	306
<i>Reading – Climate Change is Affecting all Life on Earth – and That’s Not Good News for Humanity</i>	308
<i>Vocabulary – Mitigation</i>	313
<i>Writing</i>	314
<i>Speaking</i>	315
<i>Looking ahead to Unit 16</i>	317
Unit 16 Climate: SDG13	318
<i>Climate Action</i>	
<i>Key vocabulary</i>	318
<i>Introduction – In your local context...</i>	319
<i>Data visualisation – Climate change is humanity’s ‘code red’ warning</i>	319
<i>Reading – How to make climate action popular</i>	322
<i>Grammar – Modal verbs of lost opportunity</i>	325
<i>Pronunciation – Sentence stress</i>	327
<i>Vocabulary</i>	328
<i>Listening – The youth movement grows up (5 mins)</i>	329
<i>Writing</i>	331
<i>Speaking</i>	332
<i>Extension activities</i>	333
<i>End of Section 4 – Health and Well-being</i>	333

Extension Activities Units 15 & 16	335
<i>Units 15 & 16 – Climate</i>	335

Consolidation

Section 1 - Resource Use	345
Section 2 - Life Chances	351
Section 3 - Struggle	355
Section 4 - Health and Well-being	360

ACKNOWLEDGMENTS

Author: Sue Robbins.

Managing Editor, University of Sussex Library: Catrina Hey.

Huge thanks to Catrina Hey for her knowledgeable input, attention to detail and support throughout the project.

Foreword: Prof Brian Tomlinson.

With thanks to Prof Tomlinson for his stimulating introduction to the book.

Cover Artwork: Illustration by [Sozapato](#), under a [CC BY NC ND](#) licence.

With gratitude for the beautiful cover illustration.

Reviewer: David Munn.

Thanks as always to David for collegiality, and for providing feedback on an earlier draft of the book.

Student reviewers: Assiya Issayeva, Augusta Kapaia, Berfin Karadag, Bo Ran (Catherine) Lee, Byung Su Baek, Cecilia Sundén, Dana Wehbi, Dur E Adan Waqar, Fairouz Lulua, Huong Nguyen, Jeevan Raj, Ming Chen, Nazlican Aydan, Raquel Corona Roldan, Ryuma Takahashi, Winson Lim.

Many thanks to the fabulous University of Sussex student reviewers for sharing their perspectives and offering thoughtful feedback on an earlier draft of this book.

Where are the student reviewers from?



Funding: The University of Sussex Education and Innovation Fund.

With thanks for getting behind the project and providing funds to support its development.

FOREWORD

Brian Tomlinson

Develop Your English is a rare e-textbook. It combines an effective application of language acquisition theory to practice with an optimum use of the affordances offered by digital technology.

The e-book provides rich exposure to English in use and does so by offering the learner a variety of written, spoken and multi-modal texts to respond to in a variety of reading, listening, writing, speaking and interaction tasks linked to the same issue. The texts include extracts from books and magazines, blogs, Ted talks, comic strips and videos and the tasks include essays, letters, articles, presentations and discussions. The content of the texts is intelligent, relevant and potentially engaging in the sense that it invites both the emotional and the cognitive responses necessary for the achievement of affective and cognitive engagement. Rich exposure, variety, intelligent and relevant input, engagement and purposeful communication have all been demonstrated by research to be potential facilitators of language acquisition and development.

Many other determiners of acquisition and development are catered for in the book. The topic contents of the e-book are potentially meaningful in the sense that they are connected to the lives of the learners and to issues which are likely to concern them. The language content of the book is both authentic and recycled and the tasks provoke thought and connection. It is authentic in the sense that it is not written or spoken to teach prescribed language structures or items but to achieve purposeful and contextualised communication. The language content is recycled many times as a result of the learners being invited to return to texts and issues for different purposes in different ways and of the language content being referred to and connected in different units. The topic content is usefully provocative and by focusing on the United Nations Sustainable Development Goals and providing a lot of exemplified information and many views about them it connects to currently significant issues to the learners' lives, experience and opinions. The connected tasks invite the learners to consider the information and opinions provided to them and to decide what their own views are in post-reading questions, in 'What Do You Think' sections, and in writing, speaking and interaction activities. Keeping the tasks meaningful to the learners in this way has been found to be a powerful facilitator of personal development and of language acquisition and development too.

One of the best ways to develop communicative ability in a language is to use the language for communication and *Develop Your English* certainly offers many opportunities to do so. It does so by providing many tasks which require the learners to communicate in order to achieve a purpose and every unit has a discussion point.

Instead of being driven by pre-determined, prescriptive grammar points the materials are text-driven and the grammar points which are focused on derive from the texts and invite learners to notice them and their uses rather than to mindlessly repeat them. For example, 'Read the four sentences from the text and notice the structures **in bold** that demonstrate equal or unequal comparisons'.

The materials are designed for the reality of using English as an international language and, for example, the listening texts feature speakers of English with different accents (for example, 'There is an audio

recording button on each page to help you access the images and to give you listening practice with a range of different accents that you can hear as you read’).

It is noticeable that most of the communicative tasks can be done by autonomous learners working alone and there is even a feature allowing them to interact with an AI robot capable of simulating authentic communication. It is also noticeable that many of the tasks are linguistically and cognitively challenging. They are not so demanding as to defeat and demotivate the learners but they are rich in language and intelligent in content. They are achievably demanding in ways that can stimulate cognitive engagement and they offer different degrees of challenge for the learners to select from.

It is a distinctive feature of this e-book that learners are often given a choice of what texts to read or listen to and sometimes of what tasks to undertake in relation to the texts. Choice has been demonstrated to offer the possibility of increased relevance, salience and meaningfulness but is rarely offered in textbooks. It is frequently offered though in *Develop Your English* in ways likely to facilitate development. For example, in every unit the learners can decide how much they want to read about a particular topic (e.g. ‘Click on the arrows to reveal more information about SDG10. You don’t need to remember everything you read – the main thing is to get an overview of this Goal’) and they are often given a menu of reading and of listening tasks to choose from (e.g. ‘Access the link and read one (or more) of the following texts’).

Many e-textbooks in my experience focus on the technological possibilities offered by the medium but do not match these affordances with principles of language acquisition and development. *Develop Your English* utilises technological opportunities but does so in order to facilitate a match between the use of affordances and principled procedures designed to facilitate language achievement and development. For example, most of the activities are personalised and many invite the learners to share their views with others rather than answer test questions, as in the many ‘What Do You Think?’ and discussion point tasks.

This e-book is not only designed to utilise the many potential affordances of digital materials in order to facilitate acquisition and development, it is designed to be versatile too. It can be used for self-learning by an individual working alone, it can be used by a learning group working without a teacher and it can be used by a class working with a teacher. To achieve this versatility it makes use of many digital affordances (e.g. introducing individual learners to five interactive climate change tools).

In conclusion I would just like to say that the thing that strikes me most about *Develop Your English* is that it looks as though it could be very stimulating and enjoyable to use. I hope you enjoy using it.

About the author



Prof Brian Tomlinson
ANAHEIM UNIVERSITY

Brian Tomlinson has worked as a teacher, teacher trainer, curriculum developer, film extra, football coach and university academic in Indonesia, Italy, Japan, Nigeria, Oman, Singapore, UK, Vanuatu and Zambia, as well as giving invited presentations in over seventy countries. He is Founder and President of MATSDA (the international Materials Development Association), an Honorary Visiting Professor at the University of Liverpool and a TESOL Professor at Anaheim University. He has over one hundred publications on materials development, language awareness, teacher development and second language acquisition, and he has recently published *Developing Materials for Language Teaching* (3rd edition) (Bloomsbury, 2023) as well as co-authoring with Hitomi Masuhara *The Complete Guide to the Theory and Practice of Materials Development for Language Learning* (Wiley, 2018) and *SLA Applied: Connecting Theory and Practice* (Cambridge University Press, 2021).

WELCOME

Sue Robbins

Develop Your English

with the United Nations Sustainable Development Goals


Note that links in this e-book do not open in a new tab. If you access any of the links on any page, click the back button in your browser to return to **Develop Your English** when you are ready.

Introduction

I'm delighted that you are planning to use this book to help with the development of your English language skills. **Develop Your English** can be used in a classroom, but is also suitable if you are working by yourself. It includes automated feedback in the electronic versions and a full answer key in the PDF version, so you can assess your progress as you work your way through the 16 Units.

Use the Contents menu on the left-hand side to navigate your way through the book (click the down arrow to reveal the menu). Click the + button next to each section to reveal the Units, and again to reveal the sections within Units.

The material

The material in **Develop Your English** is based on the United Nations . The Sustainable Development Goals (SDGs) were adopted in 2015 by the United Nations and its member states as an ambitious programme 'to promote shared prosperity and well-being for all' by 2030. These 16 global topics overlap with real-world issues from many perspectives, addressing how people, resources, and money are used in the world.



While the UN has kindly permitted the use of its icons and text throughout, note that the content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States

You can find out about the [2030 Agenda for Sustainable Development here](#) if you are interested. Just for fun, [do this quiz](#) to see if you can match the title of each SDG with the correct icon.

The 16 Units in ***Develop Your English*** each deal with one of the SDGs and are organised thematically into four sections. Each Unit provides information about the SDG and features a written text and a podcast taken from [The Conversation](#), an independent source of news and views sourced from the academic and research community. You'll read articles that summarise contemporary research from authors in all parts of the world and listen to a range of voices and accents from people using English as a world language.

You'll find a range of interesting and challenging tasks to help you develop all four language skills (reading, writing, speaking and listening). In addition to tasks that aim to extend your range of reading and listening skills as you tackle longer stretches of authentic text, there are systematic vocabulary development tasks and a focus on grammar derived from the text, so that everything you do is contextualised by what you are reading or listening to. Accuracy work will focus attention on selected grammatical and lexical items to examine and review, and you will be encouraged to use English to formulate complex responses to the material and share these with others.

In each Unit you'll find a section where data is represented visually as an infographic, a bar chart, or a graph, etc. It is a useful skill to learn how to read information presented in a visual format, and it is useful to see multiple examples of how to take complex information and represent it visually to help a reader understand it more easily, and to remember the information.

There is a deliberate recycling of ideas designed to aid retrieval practice and strengthen your ability

to consolidate your learning and commit it to your long-term memory, as well as allowing for an understanding of how the 16 SDGs interact and overlap to develop. You'll have opportunities to elaborate your understanding of the material and relate it to concrete examples from your own life.

You can access the Units in any order, but remember that there is plenty of deliberate recycling to help you consolidate your learning and commit new knowledge and language items to memory, so I suggest working through the Units chronologically.

Online and download versions

If you are using *Develop Your English* online, the e-book includes a wide range of interactive tasks that help develop your language abilities. All of the tasks offer instant, automated feedback and you can immediately see what you have got right and what you have got wrong. This allows you to assess your understanding at every stage. Note that the scores for the interactive tasks are not recorded anywhere and no data is kept. The automated feedback is a developmental tool and is there to help you understand more about your level of mastery of particular language skills, vocabulary or grammatical items. It doesn't function as a test score. You are welcome to do the tasks as many times as you like, until you are secure in your understanding.

Some browsers don't support all the features that Pressbooks has to offer. For this reason Pressbooks recommends that you view *Develop Your English* on the latest version of one of these supported browsers:

- Chrome
- Edge
- Safari
- Firefox

If working online is not an option for you but you have an internet connection, you have the ability to download the textbook to your own computer in EPUB version, where the interactivity will be maintained.

If access to a computer or a stable internet connection is limited, you can download and print a PDF version of the book. In the PDF version of *Develop Your English* you'll complete the tasks by writing the answers on the page or in a notebook, and you'll find an answer key and full transcripts at the end of the book so that you can check your progress.

For either of these options click on the DEVELOP YOUR ENGLISH title at the top of this page to return to the front of the book, and click 'Download this book', selecting the Print PDF option.

You can also download all of the audio files that you need for the listening and pronunciation tasks. Go to the [Figshare page](#) to find out how to do that.

What language level do you need?

Develop Your English will suit you if you are at an upper intermediate level and hoping to achieve an advanced level of English proficiency.

If the following English language test scores are familiar to you, then the book should help you progress from a good independent level to a proficient level.

IELTS and CEFR				
	CEFR	IELTS	TOEFL IBT	CAMBRIDGE ENGLISH SCALE
PROFICIENT	C2	8.5 - 9.0		200 - 230
	C1	7.0 - 8.0	95 - 120	180 - 199
INDEPENDENT	B2	5.5 - 6.5	72 - 94	160 - 179
	B1	4.0 - 5.0	42 - 71	140 - 159
BASIC	A2			
	A1			
CEFR (Common European Framework of Reference)				

The CEFR ([Common European Framework of Reference for Languages](#)) is an international standard for describing language ability. It describes what language learners **can do** at different stages of their learning. The Global Scale described below provides a concise overview of ability at each CEFR level. If you can do the three things listed in the box below (B2), and hope to develop your English to do the four things in the second box (C1) *Develop Your English* should help you do that.

Global Scale
B2
Independent
user
or Upper
Intermediate

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Global
Scale C1
Effective
operational
proficiency
or
Advanced

- Can understand a wide range of demanding, longer clauses, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

I hope that engaging with the materials in ***Develop Your English*** will bring you some valuable language benefits, namely – communication, connection, cultural exchange, exploration, and personal development.

Extension activities

After each pair of Units you are offered a series of voluntary activities designed to help you develop your English further. In the e-book there is a wide range of activities, and depending on the skill you most want to develop you can choose to complete one or more of them. In the download version of ***Develop Your***

English there is just one activity, but it serves the same purpose. These are not tests, and no marks are awarded. They are an opportunity for you to further develop a language skill, based on a self-assessment of your own needs.

At the end of the e-book you'll also find a wide range of web resources and self-study suggestions if you would like to continue developing your English after you have completed the book.

Good luck

I'd like to wish you all the best as you work to Develop Your English. I hope you find the learning process stimulating as you engage positively with some of the pressing issues that we face in the world today.

If you have access to the internet you can check out my website and read [my blog](#). I'd love to hear from you in the comments.

Best wishes

A handwritten signature in black ink that reads "Sue Robbins". The signature is written in a cursive style and is underlined with a single horizontal line.

Sue Robbins

About the author



Susan Robbins

UNIVERSITY OF SUSSEX

<https://www.linkedin.com/in/sue-robbins-developyourenglish/>

[Sue Robbins](#) is Associate Professor in English Language at the University of Sussex, UK. Sue teaches general English, English for Academic Purposes, English for Specific Purposes, and academic writing to foundation year, undergraduate and postgraduate home and International students. She is also an experienced teacher trainer, and has developed and taught initial and in-service teacher education courses for home and international teachers in higher education institutions. Sue has published three other English language textbooks, one of which was a best seller for many years, as well as the [Academic Writing Guide](#) – an online resource that focuses on argumentation and academic writing for university study. Sue is a [Senior Fellow](#) of AdvanceHE (SFHEA), a [Fellow](#) of the Staff and Educational Development Association (FSEDA) and a [Jisc Community Champion 2023](#).

OVERVIEW

Section 1: Resource Use

Units 1 & 2 – Circular Economy

Unit 1: SDG12 Responsible Consumption & Production

Reading: African digital innovators are turning plastic waste into value

Listening: Waste not want not (6 mins)

Function: Causality

Vocabulary: Responsible consumption & production

Data visualisation: The life of a water bottle

Unit 2: SDG7 Affordable & Clean Energy

Listening: Fuel (4.5 mins)

Reading: 6 things you can do with coffee – after you've finished drinking it

Function: Comparing and contrasting

Vocabulary: Responsible consumption & production

Data visualisation: Cell phone recycling

Units 3 & 4 – Innovation

Unit 3: SDG9 Industry, Innovation & Infrastructure

Reading: Circular fashion

Listening: Depop sale: fashion retailers must move faster on sustainability (6.5 mins)

Grammar: Gerunds & infinitives

Vocabulary: Waste in the textile industry/
Compound words

Data visualisation: Mind your waste

Unit 4: SDG4 Life Below Water

Reading: Following a t-shirt from cotton field to landfill

Listening: 10 ways to cut shipping's contribution to climate change (5 mins)

Function: Expressing caution

Vocabulary: Negative environmental impacts

Data visualisation: Microplastic pollution

Section 2: Life Chances

Units 5 & 6 – Opportunity

Unit 5: SDG5 Gender Equality

Reading: Breaking the glass ceiling is a win for all women

Listening: How to increase the role women play in developing the African continent (4 mins)

Grammar: Narrative tenses

Vocabulary: Compound nouns/Word families

Data visualisation: Gender equality – where are we today?

Unit 6: SDG10 Reduced Inequality

Reading: What I learned when I recreated the famous ‘doll test’

Listening: Women in India’s parliament (8 mins)

Grammar: Double comparatives

Vocabulary: Easily confused words/Social groupings

Data visualisation: The world’s wealth inequality

Units 7 & 8 – Children & Young People

Unit 7: SDG1 No Poverty

Reading: Growing up in poverty weakens later health

Listening: Lockdown and young people living on the streets in Harare (4 mins)

Grammar: Verb + dependent preposition

Vocabulary: Adversity

Data visualisation: The global multidimensional poverty index

Unit 8: SDG4 Quality Education

Listening: Higher education in refugee camps (5.5 mins)

Reading: Young refugees share what it’s like trying to finish school, find work and get married

Grammar: Second conditional/Present perfect

Vocabulary: Adjectives of nationality/Suffixes

Data visualisation: The global education crisis

Section 3: Struggle

Units 9 & 10 – City Life

Unit 9: SDG8 Decent Work & Economic Growth

Reading: Refugees creating jobs in cities

Listening: How we treat migrant workers who put food on our table (5.5 mins)

Function: Paraphrasing

Vocabulary: Business and the economy

Data visualisation: Migrants significantly contribute to economic growth

Unit 10: SDG11 Sustainable Cities & Communities

Reading: Affordable housing proves life-changing for the urban poor

Listening: Most buildings were designed for an earlier climate (9mins)

Grammar: Articles

Vocabulary: Damage to the physical environment have become much more frequent and costly

Data visualisation: Highly damaging natural disasters

Units 11 & 12 – Dignity

Unit 11: SDG16 Peace, Justice & Strong Institutions

Reading: Speak up and eliminate forced labour

Listening: Indigenous land defenders (7 mins)

Function: Demonstrating logic

Vocabulary: Forced labour

Data visualisation: Positive peace

Unit 12: SDG6 Clean Water & Sanitation

Listening: The informal water market in Kenya (4.5 mins)

Reading: Why collecting water turns women into 2nd class citizens

Grammar: Impersonal passive

Vocabulary: Difficult or unpleasant tasks

Data visualisation: America's very real water crisis

Section 4: Health & Well-being

Units 13 & 14 – Food

Unit 13: SDG2 Zero Hunger

Reading: Ghana's school feeding scheme

Listening: The racial hunger gap in American cities (5 mins)

Function: Talking about setting up and running a programme

Vocabulary: Consequences of hunger

Data visualisation: Let's talk about hunger

Unit 14: SDG3 Good Health & Well-being

Reading: Using sustainable innovation to cut down what we throw away

Listening: We throw away a third of the food we grow (8 mins)

Function: Causality

Vocabulary: Collocations with food

Data visualisation: Food loss and waste comes in different shapes

Units 15 & 16 – Climate

Unit 15: SDG15 Life on Land

Listening: Links between climate and health (3 mins)

Reading: Climate change is affecting all life on earth

Function: Establishing links

Vocabulary: Contronyms

Data visualisation: Who is at risk of climate change?

Unit 16: SDG13 Climate Action

Reading: How to make climate action popular

Listening: The youth movement grows up (5 mins)

Grammar: Modal verbs – lost opportunity

Vocabulary: Lack of support

Data visualisation: Climate change is humanity's 'code red' warning

KEEPING A VOCABULARY BOOK

Your vocabulary book

A reminder that links in this e-book do not open in a new tab. If you access any of the links on any page, click the back button in your browser to return to ***Develop Your English*** when you are ready.

While working through ***Develop Your English*** you are encouraged to keep a vocabulary book. It's easy to find new words but less easy to remember them. When you write a new lexical item (i.e. a word, group of words, or a phrase) in your vocabulary notebook the process of actually writing it goes a little way towards committing it to memory. Having a notebook means you can regularly review new lexical items until you have mastered them. Choose whether you prefer to keep a paper or an electronic note-book.

What items to include?

You can decide what is important to learn by asking yourself 'is this item important for me?' In this way you'll develop your own personalised vocabulary resource.

What information to include about each item?

Below is a list of some of the things you can include when you write a new lexical item into your notebook. Some of this information can be added straightaway, and some at a later stage as you gain a more sophisticated understanding of the item. It would be very unusual to include all of this information for one entry in your vocabulary book. Choose the information that helps you understand and remember the item. The vocabulary tasks in ***Develop Your English*** offer you practice in many of these techniques:

Translation

Include a translation of the word in your first language, but be careful about differences in meaning and of use.

Definition

Writing a definition instead of a translation provides practice in expressing meaning and allows you to note limitations to the meaning (i.e. what it is not, as well as what it is). At C1 level this is a more useful technique than relying on a translation. Use the free [Longman Dictionary of Contemporary English](#) (LDOCE) online to help you.

Example sentence

Include the new item in an example sentence from the context in which you first found it, or find a sentence from the [LDOCE](#).

A 'chunk' of language

It's much more useful to learn 'tell a joke' than just 'joke.' 'Chunks' include such things as collocations, phrasal verbs, fixed expressions, verb patterns, idioms, etc. Knowledge of chunks of language helps you produce more natural language. See the 'phrases' section below the each entry in the [LDOCE](#) to help you.

Common collocations

Words that are often used together, or a particular combination of words such as 'sustainable development', 'circular economy', 'gender equality', or 'make progress' can be noted so you can use your new knowledge in natural-sounding sentences. Many of the example sentences in the [LDOCE](#) contain these common word pairs, and there is often a 'collocations' section beneath the definition.

Word family

When recording single words it is very useful to note other members of the word family as well. If you record the noun, for example, it is useful to have other parts of speech from the same root such as the verb, adjective, adverb, noun person (see the sample vocabulary pages below). It's also useful to note other words that can be made using affixes, such as opposites. In the [LDOCE](#) notice the 'word family' section at the start of the entry.

Synonym and/or antonym

It's useful to record other words with the same or a very similar meaning (synonyms), and words that have the opposite meaning (antonyms). See the sample vocabulary pages below.

Picture

Pictures often convey meaning effectively, and may help you remember the item, especially when you have to think about how to draw the meaning. You can also draw diagrams and semantic maps (a visual representation of related concepts using a web or word cloud) to show the relationships between words.

Register, connotation and style

Making a note on register (i.e. how formal a word is), connotation (i.e. how positive or negative a word is) and/or style (e.g. if it is journalistic) is an invaluable way to help you use a new lexical item appropriately.

Easily confused words


Make a note if the new lexical item is often misused or confused with another.

Grammatical information

Record any relevant grammatical information that you need to remember when using the new item (e.g. a dependent preposition, or an irregular past tense form).

Pronunciation

You'll hear a range of different accents in the podcasts in each of the 16 Units in *Develop Your English*, which present speakers from a range of English-speaking countries and speakers using English as a global language. The pronunciation tasks in *Develop Your English* focus on a limited set of core pronunciation features which aid mutual understanding when a non-native speaker of English talks to another non-native speaker, and are based on studies by [Jenkins \(2000\)](#) and [Hahn \(2004\)](#). They should help you develop comprehensibility with the people you're using English to communicate with. There will certainly be important features of pronunciation found in your local context that are beyond the scope of this book. Add a note about the pronunciation of new items to your vocabulary book.

- If you know how to, you can record a phonemic transcription (if you are keeping an electronic vocabulary book you can [copy and paste International Phonetic Alphabet symbols here](#)).
- Getting word stress in the right place helps achieve mutual understanding, so as a minimum mark the primary word stress of any new item that you add to your vocabulary book.
- To help you remember the pronunciation of a new item, note down homophones (words that sound the same, such as aunt/aren't), or words that rhyme with the new item either in English or in your first language.
- If it is relevant, you can use the free LDOCE to listen to new words and hear how they are pronounced by British speakers. Click the audio symbol  next to the word in the [LDOCE](#) to

hear the British English pronunciation.

- If you have access to digital platforms AI can be used to identify instances of communication breakdown caused by pronunciation issues (see the [Speaking practice](#) page for information).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=79#h5p-245>

Dictionary

Use the free [LDOCE](#). It offers you definitions, synonyms and related words, sample sentences and an audio version so you can hear the pronunciation.

Most important words to learn

In the [LDOCE](#) the 9000 most important words to learn are highlighted with three red circles ●○○

Using the Oxford 3000-5000

[The Oxford Learner's Word Lists](#) are designed to help English language learners at any level focus on the most important words to learn. Based on an extensive corpora (i.e. collections of written and spoken texts) and aligned to the Common European Framework of Reference for Languages ([CEFR](#)), the word lists have been researched and developed together with vocabulary experts, and cover the words that you will come across in class and in your study texts.

- Filter the words by CEFR level **C1** to see which words you should know at your level and which words to learn.
- Check if the new words that you've come across in a text or a language activity are on [the list](#), then look up the meaning in the dictionary.
- The keywords make an excellent starting point for expanding your vocabulary. With most keywords, there is far more to learn about them than the first meaning in the entry. Often these words have many meanings, have a large family of words derived from them, or are used in a variety of patterns. You will also find a wide variety of usage notes at the keyword entries.

Spelling

I've used British English spelling conventions throughout ***Develop Your English***, and the texts from [*The Conversation*](#) also follow British English spelling conventions. You may see a few American English spellings, however, mostly in the United Nations material.

SPEAKING PRACTICE

Develop your speaking with Artificial Intelligence (AI)

A reminder that links in this e-book do not open in a new tab. If you access any of the links on any page, click the back button in your browser to return to **Develop Your English** when you are ready.

You may be using **Develop Your English** in a classroom with a teacher and other students, or perhaps you're using it to study with a friend. Alternatively, you may be using it by yourself. If that is the case, and if you are able to work online, you can make use of Artificial Intelligence (AI) to practice your speaking skills, gain fluency practice and receive error correction.

ChatGPT is an AI model that has been trained to interact in a conversational way and you can have a voiced conversation with it by downloading a small plugin that allows you to speak, and hear ChatGPT reply. While the availability of ChatGPT is widespread, there are certain countries where its usage is prohibited or limited, however.

If your context allows you access to the internet and to ChatGPT, here are the instructions you need to use it.

The setup

1. You need to have **Google Chrome** installed as your internet browser, so if you don't have Google Chrome, your first step is to install that.
2. The next step is to create a **ChatGPT account**, which you can do here: <https://openai.com/>
3. When you have Google Chrome installed and have created an account with ChatGPT, you need to download a **Google Chrome plugin** that expands ChatGPT with voice control and read aloud functions.

Finding and adding the Google Chrome plugin

1. In Google type '[Voice Control for ChatGPT](#) Chrome extension' in the search bar and click enter.

2. Click 'Voice Control for ChatGPT' when it appears, and then click 'add to Chrome'.
3. The extension will be added onto ChatGPT and when you open up ChatGPT you'll see that it's there.
4. To check that you have successfully added the plugin click on the 3 dots in the top right-hand corner of your Google Chrome browser, select 'more tools' and then select 'extensions' and you should see the extension on your screen.
5. Access [ChatGPT](#) and log in. 3 options appear – click on 'ChatGPT'.
6. You'll see that the plugin is there and ready. You may have to click 'Allow access to your microphone'.

How does it work?

When you are in ChatGPT (and have the Voice Control plugin) and want to start a new chat click and hold down the spacebar and ask your question or make a comment. Let go of the space bar when you have finished (your question will simultaneously appear in writing). Doing that will input the information and ChatGPT will process whatever you've asked or commented on and after a few seconds will begin to answer. ChatGPT will answer orally and write the answer on the screen at the same time, so that you can read and listen simultaneously. Try holding down the spacebar and asking any of the questions in the Speaking section of each Unit. You can carry on a conversation by asking more questions or making a comment for as long as you like.

Things to be aware of

Accents and dialects

Be aware that although voice recognition is designed to recognise a range of accents and dialects, it is not always successful. If ChatGPT has difficulty understanding your speech this is not necessarily a reflection on you or your accent when using English, but is more likely to be a reflection of the way the voice technology has been trained, and its bias towards 'native speaker' English.

Unreliable information

It's important to approach Generative AI with the understanding that it is 'a fast but frequently unreliable source of information.' Although the setup described above provides you with a 'partner' for speaking practice, don't assume that the information it gives you is accurate. Knowing how to objectively critique the technology's responses is vital, says [this UNESCO report](#). Use it for fluency practice, and ask it to tell you about any grammatical errors it notices in your speech if you'd like that type of feedback, but don't assume the content of your conversation is based on reliable information.

Prompts

Prompts, or questions that communicate to the AI what kind of response you are looking for, help you get the best use of the technology. Prompting is a way of telling the AI what you want and how you want it. The more specific your prompt, the better your ‘conversation’ with the AI will be. Below is a set of prompts you can use to get you started. In addition, you’ll find a few prompts in the Speaking section of each unit that are specific to the content of the unit.

[Prompts for ChatGPT](#)

SECTION 1: RESOURCE USE

The theme of section 1 is Resource Use, and you'll look at the topics of The Circular Economy (Units 1 and 2) and Innovation (Units 3 and 4).

In Units 1 and 2 you'll be finding out about SDG12 Responsible Consumption and Production, and SDG7 Affordable and Clean Energy.

In Units 3 and 4 you'll be finding out about SDG9 Industry, Innovation and Infrastructure, and SDG14 Life Below Water.

<i>Develop Your English with the United Nations Sustainable Development Goals</i>				
Section 1	Units 1 & 2 Circular economy		Units 3 & 4 Innovation	
Resource use	1 SDG 12 Responsible Consumption & Production	2 SDG 7 Affordable & Clean Energy	3 SDG 9 Industry, Innovation & Infrastructure	4 SDG 14 Life Below Water
	Reading: African digital innovators are turning plastic waste into value	Listening: Fuel (4.5mins)	Reading: Circular fashion	Reading: Following a t-shirt from cotton field to landfill
	Listening: Waste not want not (6mins)	Reading: 6 things you can do with coffee – after you've finished drinking it	Listening: Depop sale: fashion retailers must move faster on sustainability (6.5mins)	Listening: 10 ways to cut shipping's contribution to climate change (5mins)
	Data Visualisation: The life of a water bottle	Data Visualisation: Cell phone recycling	Data Visualisation: Mind your <u>waste</u>	Data Visualisation: Microplastic pollution
	Function: Causality	Function: Comparing & contrasting	Grammar: Gerunds & infinitives	Function: Expressing caution
	Vocabulary: Responsible consumption & production	Vocabulary: Compound adjectives	Vocabulary: Waste in the textile industry/Compound words	Vocabulary: Negative environmental impacts

Access a transcript of the image here: [Overview Section 1 – Transcript](#)

Click the + sign next to the 'Section 1: Resource Use' heading in the Contents menu on the left-hand side to access these four Units.

UNIT 1 CIRCULAR ECONOMY: SDG12

Responsible Consumption and Production



Goal no. 12 of the 2030 Agenda for Sustainable Development aims to **ensure sustainable consumption and production patterns**.

Click on the arrows to reveal more information about SDG12. You don't need to remember everything you read – the main thing is to get an overview

of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-59>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the

Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG 12). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To consume	consumption	consumer	consumable/consumer
To produce	production	producer	production
To resource	resource		resourceful
To waste	waste		wasteful
To recycle	recycling		recyclable
To be responsible	responsibility		responsible
To develop	development	developer	developing/developed
To circulate	circle/circularity		circular

Introduction

Section 1 of *Develop Your English* focuses on the ways that we produce and consume things and how this affects the environment. In this Unit you’ll learn about the problems caused by consumer waste, particularly plastics, and find out about some innovative ways of dealing with plastic waste as part of a circular economy. A circular economy is a less wasteful one, and you’ll learn more about how it works in the listening. Read the quote and the text on the image before you go any further.

‘Circularity transforms our throwaway economy into one where we eliminate waste, circulate resources, and adopt nature-positive, low carbon, resource-efficient systems and actions.’

WRAP. Reproduced with kind permission. Copyright (2023). All rights reserved.



Circular economy

Reading – African digital innovators are turning plastic waste into value – but there are gaps

Before you read – Give your opinion

1. Every year more than 12 million tonnes of plastic end up in the world's oceans, and although a significant proportion of that waste is produced in developed, industrialised countries much of it ends up on the shores of African countries, whose citizens then have to find ways to deal with it.

2. When macroplastics degrade into microplastics (tiny particles of plastic smaller than 5mm) they are eaten by marine animals, which contaminates the food chain and poses threats to human health.

Collocations

There are 6 common collocations, or word partnerships, with the word plastic in the text.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-163>

Skim read for main idea

You can find the text below.

1. Read the title and predict the content of the article: 'African digital innovators are turning plastic waste into value – but there are gaps'.
2. Skim read paragraph 4 (max 1 min) and see if your predictions were accurate.

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-164>

African digital innovators are turning plastic waste into value – but there are gaps



Dr. Seun Kolade, Professor of Entrepreneurship and Digital Transformation, Sheffield Business School, UK, and Dr. Muyiwa Oyinlola, Associate Professor, De Montfort University, UK

Plastic pollution is a growing global menace. Between 2010 and 2020, the global production of plastics increased from 270 million tonnes to 367 million tonnes. Every year, more than 12 million tonnes of plastics end up in the world's oceans, with severe consequences for marine life. When macroplastics degrade into microplastics, they easily contaminate the food chain and pose significant threats to human health via inhalation and ingestion.

By 2030, plastic waste is expected to double to 165 million tonnes in African countries. Most of this will be in Egypt, Nigeria, South Africa, Algeria, Morocco and Tunisia.

A significant proportion of the plastic that ends up on African shores is produced in developed, industrialised countries. By 2010, it was estimated that close to 4.4 million tonnes of mismanaged plastic waste was in oceans and seas off the coast of Africa every year. A 2022 estimate has put this number at 17 million tonnes.

Growing numbers of NGOs and innovators across the continent are responding to the challenge. They are developing digital solutions to reduce plastic waste generation, and promoting reuse and recycling of plastic products. Increasingly, African tech hubs are incorporating environmental sustainability in their business models.

In our recent paper, we highlight ongoing efforts and innovations in what is called the plastic value chain. This comprises four phases, from the design of plastic products to manufacture, use, and end of life.

We found a number of initiatives that are transforming the plastic value chain into a smart, innovative and sustainable network. Most aim to improve plastic identification, collection,

transport, sorting, processing and reuse. Some focus on the earlier phases: design and production of plastic products.

A whole value chain approach to the circular plastic economy is very important. While the majority of plastic waste management activities tend to focus on the use and end-of-life phases, more attention needs to be given to design and manufacture. This is where the problem of plastic waste begins.

Worldwide, attention is turning to designing simpler and standardised products that are easier to recycle and reuse.

Innovators cracking the code

A Nigerian software company, Wecyclers, operates a rewards-for-recycling platform. It offers incentives to individuals and households in low-income communities to make money and capture value from recyclable plastic waste.

Via the platform, waste collectors are connected to a fleet of locally assembled waste cargo vehicles. They use these to collect waste from subscribing households. These households are also rewarded according to the quantity of waste collected from them.

The collected waste is deposited in designated locations in the Lagos metropolis, to be collected in bulk by recyclers. This provides materials to manufacturers who turn it into new items like tissue paper, stuffing for bedding, plastic furniture, aluminium sheets and nylon bags.

The impact is significant on many levels. Firstly, by linking waste generating households with waste collectors in their neighbourhoods, the Wecycler model simplifies the logistics of collection and sorting at source, at practically no cost to households. Secondly, it enables households not only to mitigate the public health risks associated with plastic waste accumulation and mismanagement, but also to generate income. Finally, it elongates the end-of-life phase in the plastic value chain through recycling and potential reuse.

In Uganda, Yo Waste, a technology start-up, has developed a mobile, cloud-based solution that connects waste generators to the nearest waste haulers in their community. Yo Waste improves the efficiency of scheduling and waste collection. It also helps waste collection companies measure the productivity of their trucks, and gives recyclers easier access to the plastic waste.

In Zambia, Recyclebot is connecting waste sellers to waste buyers via a crowdsourcing platform that aggregates waste by type and location. In effect, the plastic waste producers dispose of their waste for free, and waste buyers overcome the cost of separation, transfer and storage.

While these are promising innovations, the main challenge is scaling. This is slow on the

continent. Start-ups in the recycling industry face additional challenges like inadequate funding and an under-developed plastic market that offers limited opportunities for growth and income generation.

A significant proportion of the funds accessed by start-ups is provided as grants from international and local organisations. Pure business investments are rare, and policy interventions are way behind the curve.

What can be done

To accelerate the transition to a circular plastic economy, stakeholders from across a spectrum of organisations must work together. They include NGOs, cooperatives, think tanks and community groups. The current approach to tackle plastic waste on the continent remains scattered and inadequately co-ordinated. While efforts are being made to develop new ecosystems in many countries, key stakeholders are often missing.

In particular, African governments have a key role to play. They need to commit more to strategic investment in infrastructure, incentives and support for start-ups. African countries also need policy interventions to grow the market for circular plastic products at national and continent-wide levels.

In another study, we argued that innovators must tailor their strategies to create innovations that are functional and easy to use. This will make it easier for ordinary consumers and the general public to accept them. In turn it will help change habits of consumption and expand the market for circular plastic products.

Digital innovators, as early adopters, are critical for driving changes in the way the plastics economy works across the continent. Their innovations are also leading to knowledge exchange and cross-sectoral collaborations.

However, they also face significant institutional challenges and infrastructural limitations that are slowing down the pace of progress. By working together and pooling resources, stakeholders can achieve an impact that is much greater than the sum of their individual initiatives and contributions towards a circular plastic economy in Africa.

NB *This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in The Conversation, which should be used for reference and sharing.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-166>

Function – Causality

The text ('African digital innovators are turning plastic waste into value – but there are gaps') shows us many links between plastic pollution and the health of humans and marine life. For example, when macroplastics degrade into microplastics, they cause a threat to human health via inhalation and ingestion.

Focus on causality

Here are some constructions that describe causality – when one thing (X) causes or affects another thing (Y):

- X **causes** Y
- X **may result in** Y
- X **can give rise to** Y
- X **is a consequence of** Y
- X **is a key factor in** Y
- X **is a major influence on** Y

e.g. When macroplastics degrade into microplastics (X), they **cause** a threat to human health (Y) via inhalation and ingestion.

Practice

—



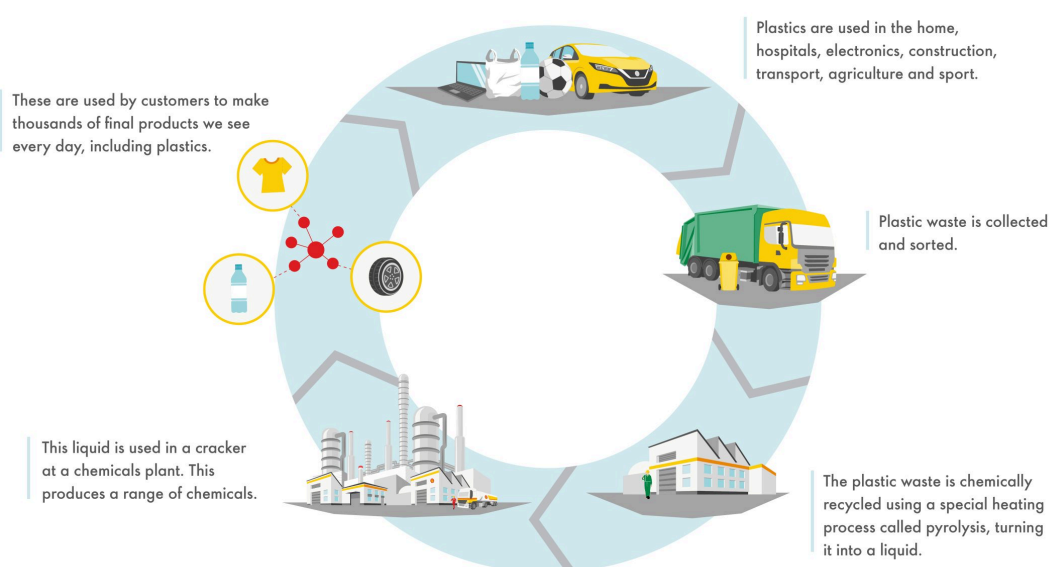
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-165>

Data Visualisation – Plastic waste to chemicals

In the reading you learned about ways African digital innovators are reusing plastic waste. The international energy company Shell are also taking steps to support the circular plastic economy. Read the infographic and answer the questions below.

Plastic waste to chemicals



[A Shell guide to using feedstock made from plastic waste to create chemicals](#)



An interactive H5P element has been excluded from this version of the text. You can view it



online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-240>

Download the transcript here: [Unit 1 Infographic transcript](#)

Pronunciation – Word stress in four-syllable words

When you learn a new word, noting where the main stress falls can help you communicate clearly with others. Here is a range of four-syllable words, some of which have appeared in this Unit.

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-8>

1. Listen to these words and notice where the main stress is:

- Sustainable **o0oo**
- Disposable **o0oo**
- Reusable **o0oo**

2. Although the main stress is often on the second syllable in four-syllable words, there is a lot of variation. Listen to these words and select the correct pattern of stressed and unstressed syllables:

0ooo

o0oo

oo0o

ooo0

- overproduce
- conversation
- comfortable
- developing
- distribution
- citizenship



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-37>

Listening – Waste Not, Want Not (6 mins)

THE CONVERSATION

Credit: [The Conversation](#), Anthill 11. Annabel Bligh, Business & Economy Editor and Podcast Producer and Gemma Ware, Editor and Co-Host. Licence: [CC BY ND](#)



Ana Colaco
Maruta Mestre,
Research Fellow,
School of
Architecture
Design and the
Built
Environment,
Nottingham Trent
University, UK

Before you listen

In this listening Ana Mestre, a Research Fellow in Design at Nottingham Trent University UK, explains why a big shift is needed in the way that the stuff we buy is designed so that it can either last a lot longer, or be biodegradable (able to be changed by the action of bacteria to a natural state that will not harm the environment).

1. 'Waste not, want not' is a proverb that means if you use a resource carefully and without extravagance (waste not) you will never be in need (want not). Do you have a similar saying in your home language?
2. Mestre says that many of us are buying a lot of stuff that we're not very good at reusing or recycling – even when we think we care about the environment. Is over-consumption possible in your local context? Is recycling an option? If yes, is this something you do?
3. Mestre describes the 'linear' economy, and the 'circular' economy. Guess if this example from the listening is a description of the way that the linear economy or the circular economy works:

Listen to introduction to the podcast, and then complete the first half of the task. Drag the words that you hear into the appropriate gap to complete the summary.

Mestre goes on to talk about plastics and biobased materials. Listen for main ideas until she talks about the example of mobile phones, and complete the second half of the task.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-7>

Download [Unit 1 Listening Transcript](#)

Vocabulary – Responsible consumption and production



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=121#h5p-36>

Writing

In this Unit you've learned about the ways African innovators are dealing with plastic waste as part of a circular economy. Jade Sarah Joven Suren's story continues this theme. Jade lives in the city of Manila in the Philippines.

Read Jade's story and write a response to it that incorporates what you know about the circular economy, and SDG12 Responsible Consumption and Production. Write about:

- What Jade and the Women Waste Warriors do, and why it is important.
- How the circular economy functions in Jade's context.
- Why repurposing plastic waste is important.
- Why we need to think about consumption and production patterns.

- Any similar initiatives that you are aware of in your own context or elsewhere.
- Any other topic relevant to the circular economy or SDG12.

Turning Plastic to Profit

“Before, I used to just lay around the house and do house chores. Now, I am productive, I am able to earn a little even if I don’t have a job,” says Jade Sarah Joven Suren, a mother of one, who tries to augment her husband’s income as a cable TV agent and barangay (village) secretary. “More than that, I learn new skills and get to enhance my knowledge. I also get to bond with other women in the community.”

Jade is a member of Women Waste Warriors (3Ws) from Barangay 412 in Sampaloc, Manila. 3Ws is a community-based organisation promoting proper waste management within their homes and community and to explore alternative reduce, reuse, recycle (3Rs)-related livelihood projects. Jade is often working with other women, spending most of their day at the barangay daycare centre. In a busy week, they would repurpose PET bottles into 5,000 urban gardening pots to be supplied to the Philippine Council for Agricultural, Aquatic, and Natural Resources Research and Development.

To support their work, another group of warriors drives around different barangays to source used PET bottles from junk shops. It is estimated that 50kg to 100kg of plastic are diverted away from sanitary landfills every week.

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking – In your local context...

Read the summary and discuss the questions below:

SDG12 Summary

Sustainable growth and development require minimising the natural **resources** and toxic materials used, and the waste and pollutants generated, throughout the entire production and **consumption** process. SDG 12 encourages more sustainable consumption and **production** patterns through various measures, including specific policies and international **agreements** on the management of materials that are toxic to the environment.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. Is plastic waste a problem? If yes, what is the main reason for this?
2. What other types of consumer waste products create an environmental problem? Who creates the waste?
3. In the reading you learned about ways to reuse plastic waste, which is a pollutant. Are you a consumer of plastic products, and if yes, how much have you thought about what happens to them after you throw them away?
4. In the listening you heard Ana Mestre say that as well as recycling and reusing, a big shift is needed in the way that the stuff we buy is *designed* so that it can either last a lot longer, or be biodegradable. Are biodegradable products available in your local context?
5. What do you think the South African Anglican bishop and theologian Desmond Tutu meant when he said ‘Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world’?
6. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. ‘Let’s have a dialogue about plastic waste in the oceans. Tell me some interesting facts, and I will ask you for more details about them.’
2. ‘Create a paragraph about the circular economy that uses C1 level vocabulary. I will ask you to explain any words that are new to me.’

3. 'Let's talk about some of the causes and consequences of plastic pollution. You begin and ask me for my opinion after each point you make.'
4. 'What do you think Desmond Tutu meant when he said 'Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world'?

Looking ahead to Unit 2

In Unit 2 you'll continue the theme of the circular economy and find out about SDG 7 Affordable and Clean Energy.

1. What do you know about renewable sources of energy? Are any alternative energy sources used in your local context?
2. Can you imagine how air might be used as a fuel? Or how coffee grounds (the small ground-up bits of coffee beans that are left over after the coffee has been brewed) might be used as a fuel?

Use the menu bar on the left hand side of the screen to access Unit 2.

UNIT 2 CIRCULAR ECONOMY: SDG7

Affordable and Clean Energy



Goal no. 7 of the 2030 Agenda for Sustainable Development aims to **ensure access to affordable, reliable, sustainable and modern energy for all.**

Click on the arrows to reveal more information about SDG7. You don't need to remember everything you read – the main thing is to get an overview of this Sustainable Development Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-60>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the

Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG 7). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To generate energy	energy	energetic
To afford	affordability	affordable
To rely on	reliance	reliable
To renew	renewal	renewable/non-renewable

Introduction

Fuel is a material such as coal, gas, or oil that is burned to produce heat or power. In Unit 1 you looked at consumer waste products and in this Unit you’ll find out how scientists are investigating products such as leftover coffee grounds – the small chopped-up bits of coffee beans left over after brewing the coffee – to see if they can be used to create fuel.



Coffee grounds on a blue plate

Energy sources may be renewable or non-renewable. Test your knowledge in this activity by dragging and dropping each type of fuel into the correct category (click the ‘start’ button to begin):

<https://wordwall.net/resource/50447>

Reading – Six things you can do with coffee – after you’ve finished drinking it

Before you read

In Unit 1 you learned about ways to reuse plastic waste. In this reading you’ll learn about ways that coffee grounds can be used as a biofuel.

Prefix ‘bio-’

1. The author researches biofuels. The prefix bio- means ‘life’ and relates to living things. How does the prefix bio- change the meaning of the word fuel?
2. Complete the 3 definitions:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-9>

Scan for specific information



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-29>

Read for detail

Read again more carefully (max 10 mins) and make notes in the ‘Add detail to the six uses’ section in the above activity to explain how the coffee grounds are used. When you have finished, download your notes to your own computer.

THE CONVERSATION CC BY ND

Six things you can do with coffee – after you've finished drinking it



Dr Rhodri Jenkins,
Director,
Downstream
Process
Development and
Commercialisation,
Debut
Biotechnology

Many of us depend on coffee to fuel our early morning meetings, mid-afternoon slumps or all-night study sessions. These days, the words “coffee” and “fuel” are half-jokingly synonymous. More than 9m tonnes of the bean are produced annually around the world and, once we brew it, an awful lot of waste is created. The vast majority ends up in landfill.

Researchers in South Korea, however, have discovered a way of using waste coffee grounds as a fuel in a far more literal sense. In a study in Nanotechnology, they report using coffee waste to produce a carbon material full of small pores which increase the surface area, known as “activated” carbon. This new material is capable of absorbing and storing methane and hydrogen, both of which can be used as fuels.

While the ability to store these fuels from such a cheap material is a great step towards making this technology more viable, it also provides an environmental advantage: methane is a harmful greenhouse gas.

This is by no means the only use for waste coffee grounds. As a relatively pure and essentially free waste stream, scientists, engineers and entrepreneurs have looked into various ways of putting it to use.

Burn coffee for low-cost fuel

For a few years now, Nestlé has been using waste coffee grounds from its instant soluble coffee production as thermal fuel. It currently uses coffee to cook the food it produces in more than 20 factories globally, displacing more than 800,000 tons of coffee grounds each year that would otherwise go to landfill.

In a more specific enterprise, the London-based company Bio-bean is trying to turn waste from local instant coffee producers (nearly 200,000 tonnes in London and south-east

England alone) into biomass pellets for power generation, as well as residential heating using trendy biomass burners. These beans burn more cleanly and contain 50% more energy than traditional wood pellets. However, unlike Nestlé Bio-bean first removes oil from the coffee, which brings us to our second point.

Turn coffee into liquid fuel

Like most plant seeds, the coffee bean contains a significant amount of oil which can either be squeezed out or chemically extracted. It can then be converted into biodiesel, a liquid with similar properties to that of regular diesel.

My own research found coffee-derived biodiesel wasn't affected by where the coffee was grown, the type of bean or how it was brewed. This is a great plus as it means the coffee-derived fuel will give off a predictable and consistent amount of energy when burnt.

Coffee grounds can also be fermented to produce ethanol or subject to extreme heat and pressure in order to create bio-oil, a material similar to crude oil. Both processes, however, are expensive. Biodiesel is the only fuel that seems to be viable on a larger scale, hence Bio-beans's endeavours to commercialise it.

It's full of valuable chemicals

Coffee contains a number of chemicals that, when isolated and purified, can serve very specific uses. Examples include chlorogenic acid, a food additive that slightly lowers blood pressure; trigonelline, which helps prevent and treat diabetes and central nervous system diseases; polyhydroxyalkanoates, which are used to make bioplastics; and a wide range of antioxidants which can be used in healthcare or added to fuel and lubricants to lengthen their lifetimes.

Compost coffee?

Coffee grounds are rich in nitrogen, a vital nutrient for plant growth. This is known by a number of coffee shops which will provide their used coffee to customers who request it. It reduces their waste, and might be tipped into organic, caffeine-infused fruit and veg. What barista could say no to that?

Soaking up heavy metals

Waste coffee is even effective at soaking up harmful "heavy metals" such as chromium, copper, nickel or lead which often leak out of chemical plants, farms or factories and cause significant damage. In specific lab conditions waste coffee has been reported to remove up to 91% of heavy metal ions from solution – a good example of potential environmental benefits.

Coffee goes high-tech?

Most complex of all, researchers have investigated using coffee to make supercapacitors – electrical stores capable of holding more power and more charge cycles than traditional batteries. Ultra-thin, porous carbon nanosheets have been produced with good electrical properties.

Whether it's used at home as garden compost, in lab for research or even in industrial fuel production, there are clearly lots of uses for waste coffee. This huge variety could potentially be a negative thing. After all, how do you decide what to do with something so versatile?

One thing is for sure, however. We certainly shouldn't be throwing it away.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-222>

Vocabulary – Compound adjectives

Vocabulary focus – Compound adjectives

Compound words are two or more words that work together as a single unit. Compound adjectives have many different combinations and are not necessarily formed with two

adjectives. They are defined by what they *do*, rather than what they *contain*. If two words become a single term to describe a noun, then they are a compound adjective. Compound adjectives are usually hyphenated, but not always. It's useful to make a note in your vocabulary book of any compound adjectives you record that are not hyphenated (e.g. homegrown).

The 3 compound adjectives below, taken from the text, are **noun + past participle** combinations. Read the 3 sentences and notice the compound adjectives in **bold**.

1. The **London-based** company Bio-bean is trying to turn waste from local instant coffee producers into biomass pellets for power generation.

A **London-based** company = a company which is based (situated) in London.

2. My own research found **coffee-derived** biodiesel wasn't affected by where the coffee was grown.

Coffee-derived biodiesel = biodiesel which is derived (made from) coffee.

3. Coffee grounds are rich in nitrogen. This is known by a number of coffee shops which will provide their used coffee to customers who request it. It reduces their waste, and might be tipped into organic, **caffeine-infused** fruit and veg.

Caffeine-infused fruit and veg = fruit and vegetables which are infused with (saturated with) caffeine.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-10>

Listening – Fuel (5 mins)

THE CONVERSATION

Credit: [The Conversation](#), Anthill 4. Annabel Bligh, Business & Economy Editor and Podcast Producer, Gemma Ware, Editor and Co-Host and Will de Freitas, Environment and Energy Editor. Licence: [CC BY ND](#)



Jonathan
Radcliffe, Reader
in Energy Systems
and Innovation,
University of
Birmingham, UK.

Before you listen

You learned about the potential of left-over coffee grounds in the reading. In this podcast you'll hear about research into the possibility of using air (that has been cooled and turned into a liquid) as a potential fuel of the future.

1. What is your first thought when you hear about the idea of using air as a fuel?
2. Re-read the 'Why this Goal?' section at the start of this Unit and:
 - find out why using fossil fuels such as gas, coal, and oil that were formed underground from plant and animal remains millions of years ago is not sustainable.
 - choose one fact that highlights the importance of the work that scientists are doing to develop ideas for affordable and clean energy.
3. Look at the word cloud created from the transcript. The most frequently used words are: air (17); liquid (14); use (6); power (6); fuel (5). With the idea of air as a potential fuel in mind, create a sentence that uses as many of these words as possible and predicts the main point of the listening.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-26>

Discuss

1. Make a list of as many benefits of using air as fuel as you can think of.
2. What overlaps can you identify between SDG 12 – Responsible Consumption and Production, and SDG 7 – Affordable and Clean Energy?
3. Look at the 16 SDGs on the [Welcome page](#) and decide if there are any other overlaps between the Goals.

Download [Unit 2 Listening transcript](#)

Function – Comparing and contrasting

When talking or writing it is common to discuss ways that things are similar or different to each other. We make comparisons between elements that are similar, and we contrast elements that are different.

Read the sentences that compare and contrast fossil fuels and air as energy sources, and show why clean energy sources are important. As you read, notice the linking words and phrases **in bold**.

A. Linking words and phrases that allow you to compare within one sentence:

Air is a clean source of energy, **whereas/while** fossil fuels pollute the atmosphere when burned.

Whereas/while air is a clean source of energy, fossil fuels pollute the atmosphere when burned.

In contrast to fossil fuels, air is a renewable source of energy.

Compared with fossil fuels, air is a more sustainable source.

B. Linking words and phrases indicating difference across two sentences:

Burning fossil fuels contributes significantly to the total global greenhouse gas emissions.

By contrast,
In contrast,
On the other hand,

using air as a fuel makes no contribution to greenhouse gas emissions.

C. Linking words and phrases indicating similarity across two sentences:

Access to affordable and reliable energy services is fundamental to reducing poverty and improving health.

Similarly,
Likewise,
In the same way,

providing clean energy in all countries can both encourage growth and achieve sustainable development.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-27>

Writing

In this Unit you've learned about biofuels and innovative renewable energy sources. Ristifah's story continues the theme of renewable energy. Ristifah lives in a rural village in Indonesia.

Read Ristifah's story and write a response to it that incorporates what you know about the circular economy, and SDG7 Affordable and Clean Energy. Write about:

- How the circular economy functions in Ristifah's context.
- The positive overlaps between SDG7 and the other SDGs that are created in this initiative.
- The benefits of 'clean' renewable energy sources in this context?
- Any similar initiatives that you are aware of in your own context or elsewhere.
- Any other topic relevant to the circular economy or SDG7.

The 'Energy Patriots' Bringing Electricity to Indonesia's Remote Villages

A consistent rural electricity supply supports opportunities for greater economic development and helps people in remote villages live healthier lives. For millions of villagers among the 17,000 islands in Indonesia, a 12-hour-per-day erratic electricity supply in remote areas is the norm.

With students studying by candlelight at night and health centres not running at full capacity, these communities face an uphill struggle to improve their well-being. AUN-backed initiative from the Indonesian Ministry of Energy and Mineral Resources (MEMR) is putting “energy patriots” in local villages to prepare infrastructure for solar energy generation.

Ristifah is one of 23 energy patriots overseeing the installation of off-grid solar power plants. Growing up in a rural village, Ristifah understands the struggle with limited electricity supply. “We only had three hours of electricity a day,” says Ristifah. She will move 1,500 km away from her home to a coastal fishing village in Muna. Like most island villages, Muna is heavily dependent on fuel-fired generators for its electricity, compromising the inhabitants’ health. The solar-power system will offer the village a clean energy option and the opportunity for greater economic development. As an “energy patriot”, Ristifah will be helping the community determine electricity tariffs, liaising with contractors, recruiting operators and technicians, and helping the local renewable energy service providers manage new power plants.

“I hope to inspire more girls to achieve higher education,” she said. “I dream of the day when the houses sparkle with lights that the community installed, and children can have a better future.”

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Data Visualisation – Cell phone recycling

In Units 1 and 2 you’ve learned about the circular economy – use less stuff; reuse the stuff that you do use so that it lasts longer; and when you really don’t need it, recycle it, so that it’s converted into another reusable product or material. All consumer waste products can become part of the circular economy. This infographic deals with recycling your old mobile phone when you buy a new one. According to Ana Mestre, we should either keep our phones for much longer or make phones from biobased materials. (Click here to [see the infographic full screen](#)).

1. Read the title and the introduction – ‘Why should I recycle my phone?’ – and find out the main reason for recycling your phone. Do you usually recycle your old phone when you buy a new one?
2. Skim read the seven steps in ‘Your phone’s recycling journey’ (max 2 mins) and decide on the correct heading (a – g) for each of the sections:
 - a. Testing & payment
 - b. Phone lifecycle – 4.5 lives over 9 years!
 - c. A new life for your phone
 - d. Where does your phone end up?
 - e. Repair and refurbish
 - f. End of the line
 - g. Grading

(Check the answers in the transcript below).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=124#h5p-231>

CELL PHONE RECYCLING

WHAT HAPPENS TO YOUR PHONE WHEN YOU RECYCLE IT AND HOW IT HELPS THE ENVIRONMENT



WHY SHOULD I RECYCLE MY PHONE?

Cell phones contain harmful toxins including lead, mercury, arsenic, cadmium, chlorine and bromine. If they end up in landfill these toxins can damage the environment. Recycling your phone helps the environment by extending its lifecycle and keeping it out of landfill. You can also get cash for your old phone so it's win-win!

YOUR PHONE'S RECYCLING JOURNEY

See below for what happens to your phone as it starts its new life once you recycle it through SellCell



Select the company you want to recycle your phone to and then ship it to them. Once received it will get extensively tested to discover any faults and assess its condition. If it is in the condition you stated you will get paid the full amount. If it is in a worse condition you will get a revised offer which you can either accept or have the device returned to you



If your phone has faults or damage it will then go through a



[Cell phone recycling](#)

Download [Unit 2 infographic transcript & answers](#)

Speaking

Read the summary below and discuss the questions that follow:

SDG7 Summary

Lack of access to energy supplies and transformation systems is a constraint to human and economic development. The environment provides a series of **renewable** and non-renewable energy sources i.e. solar, wind, hydropower, geothermal, biofuels, natural gas, coal, petroleum, uranium. Increased use of **fossil fuels** without actions to mitigate **greenhouse gases** will have global climate change implications. Energy efficiency and increase use of renewables contribute to climate change mitigation and disaster risk reduction. Maintaining and protecting ecosystems allow using and further developing hydropower sources of electricity and **bioenergy**.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. You've learned about the use of a consumer waste product (coffee grounds) as a biofuel, and the potential of air as a clean renewable source of energy. When one in five people globally still lack access to modern energy, how important it is it to research the use of alternative fuels (e.g. wind, solar, bio-), and why?
2. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other

people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about biofuels. Tell me some examples and I will ask you questions about them.'
2. 'Tell me which energy sources you think are the most sustainable and why. Give me opportunities to agree or disagree with your selection and or your reasons.'
3. 'Let's have a dialogue about how important it is to research the use of alternative fuels (e.g. wind, solar, bio-).'

Looking ahead to unit 3

In Unit 3 you'll be learning about the textile industry.

- Are there any examples in your local context of innovative ways to reuse textiles?
- How sustainable is the clothing/textile industry in your local context?

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 1 and 2.

EXTENSION ACTIVITIES UNITS 1 & 2

Units 1 & 2 – Circular Economy

- **SDG 12 – Responsible Consumption and Production**
- **SDG 7 – Affordable and Clean Energy**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG12 & SDG7 with *Go Goals* digital board game

Go Goals is a ready-to-use board game developed by the United Nations that helps you understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 12 and goal 7 and answer the set of quiz questions that appear. Check your answers when you are done (Game created by Božica Borbaš).

2. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these two Units.
-

Develop your vocabulary

Add the new vocabulary you learn to your vocabulary note-book.

Collocations

1. In Unit 1 you looked at common collocations with the word 'plastic'. To develop your knowledge of

collocations (words that often occur together) you can use a tool called [ColloCaid](#). When you have registered (free), you can paste some text into the text box, click the ColloCaid button in the menu bar at the top, then choose ‘suggest collocations’ and the app will underline some of the words in your text. Click the words and you’ll see lots of suggestions about other frequently co-occurring words. You can paste in some text from the reading in this unit (or elsewhere) or paste in something that you have written yourself.

2. Play this [collocations game](#).

Listening and vocabulary development

1. ‘[Declaration to combat pollution](#)’ – On 20 September 2018 an international delegation met to avert an environmental catastrophe. Access the link to a BBC Learning English resource about how to use language from a news story in your everyday English. Watch the video and complete the listening & vocabulary tasks.
2. This video (1 min) contains vocabulary you learned in Units 1 and 2, giving you an opportunity to see it in context. Watch the video and answer the questions that appear on the screen.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=147#h5p-25>

3. Resources from BBC Learning English (to see the transcript, when you are in YouTube click the 3 dots in the bottom right under the video and select ‘show transcript’).

- 6-minute English – [Coffee cups](#).
- [Fix old phones to help the planet](#).

Develop your listening

Access one (or more) of the links and listen to the text. Listen once for general idea and then listen again for detail, focussing on the parts that interest you.

1. Podcast from the Pulitzer Center – [Trash Sorters in Ghana Face Health and Safety Risks](#).
 2. Lots of people talk about decarbonising transport sectors. However there’s one that’ll be the most difficult to decarbonise: aviation. Find out more in this [podcast from The Conversation](#)
-

Develop your speaking/fluency

Record a short presentation (3 – 5 mins) about SDG 12 or 7. Spend some time planning where you are going to talk about and what you would like to say. Make some notes on the content and any new vocabulary you'd like to include. Record your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=147#h5p-233>

Develop your reading – Read for interest

Access the link and read one (or more) of the following texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from *The Conversation*

1. [Explainer: what is the circular economy?](#)
2. [We could power households from the scraps in our food waste bins. Here's what is stopping us](#)
3. [Global population hits 8 billion, but per-capita consumption is still the main problem](#)
4. October 1st is International Coffee Day. Read this text published on 1.10.2021 about the rise in the price of Brazilian coffee beans due to the effects of climate change. [Coffee bean prices have doubled in the past year and may double again: what's going on?](#)
5. [The global community is finally acting on climate change, but we need to switch to renewable energy faster](#)
6. [Climate explained: why we need to focus on increased consumption as much as population growth.](#)

Other resources

1. Access the link to BioBean's [webpage about recycling coffee grounds](#) and look through it. Make notes of any statistics mentioned and/or any solutions offered. Feel free to explore/read as much of the site as you'd like.
 2. British Council Learn English lesson – [The Buy Nothing Movement](#).
 3. British Council Learn English lesson – [Sustainable supermarkets](#).
 4. Case study: [Energy efficiency in Peru](#).
-

Develop your writing

Write an advice column

In Unit 1 you learned about the problem of plastic waste. [Read this infographic](#) about 50 ways to use less plastic. Choose four or five of the suggestions and write a short advice column for readers of a magazine about consumer behaviour (click on the ‘Read more...’ arrow to see the infographic full screen).

Write about your local context

Watch the [World’s Largest Lesson](#) video. In this video, actress Emma Watson says that we have to use our creative superpowers to achieve the SDGs. Although the earth is just a tiny speck in space it seems enormous to us when we’re on it. The global goals can seem huge too. If you focus on fixing the things where you live, you can make a big difference. There are three ways you can help: you can invent, innovate and campaign. Write approximately 500 words about how you can invent, innovate or campaign to change things in your local context. To access the transcript click ‘watch on YouTube’. Click the 3 dots in the bottom right under the video and select ‘show transcript’.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=147#oembed-1>

To see the transcript click ‘watch on YouTube’. When you are in YouTube, click the 3 dots in the bottom right under the video and select ‘show transcript’.

Pronunciation – Word stress in four-syllable words

In Unit 1 you practised hearing the main stress in words with four syllables. Access this link to [Cambridge English Learning](#) for some more practice.

Play a computer game about SDG 7 Clean Energy

Growing appetites, limited resources

Listen to four short videos (2 minutes each) and answer the comprehension questions. Then use your knowledge to play a game to design renewable energy for an American city.

WindFall

This is a strategy game produced by Persuasive Games. Its aim is to build wind farms to create clean energy. Players have to consider profits, energy production, location and social impact of building energy turbines.

The game has different difficulty levels which offer the player different regions and different energy goals.

Take action

1. Access the link to the 'Take Action Today' site for [Goal 12](#) and/or to [Goal 7](#) and select an action you can take in your everyday life to help meet the aims of these two SDGs.
 2. Or choose an action from [The Good Life Goals](#).
 3. Or choose an action from [170 Actions](#).
-

Sing

Choose one (or more) of the songs to listen to. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

1. '70 Miles', by Pete Seeger (1966)

Seeger is a Folk singer who sings about the beauty of nature and the need to protect it, while also criticising

modern life. In this song he talks about the pollution of San Francisco Bay in the USA ('it's a garbage dump').

[Find the song here on YouTube.](#)

2. Here Comes the Sun, by The Beatles (1969)

This song was written by George Harrison, a member of the English rock band the Beatles, and is one of his best-known compositions. The lyrics reflect his relief at the arrival of spring and the temporary respite he was experiencing from the band's business affairs.

Go to the [lyricstraining website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to lyricstraining' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

3. 'The 3 R's', by Jack Johnson, 2010

Listen to Hawaiian singer Jack Johnson on the topic of waste reduction (1 min) and identify two plastic consumer waste products that he says we should replace with reusable ones.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=147#oembed-2>

To see the transcript click 'watch on YouTube'. When you are in YouTube, click the 3 dots in the bottom right under the video and select 'show transcript'.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=147#h5p-162>

Something else?

Is there something you've spent time studying that hasn't been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Unit 3.

UNIT 3 INNOVATION: SDG9

Industry, Innovation and Infrastructure



Goal no. 9 of the 2030 Agenda for Sustainable Development aims to **build resilient infrastructure, promote sustainable industrialisation and foster innovation.**

Click on the arrows to reveal more information about SDG9. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-61>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the

Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG 9). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
.	Infrastructure		infrastructural
To industrialise	industry/industrialisation	industrialist	industrial
To produce	production	producer	productive
To innovate	innovation	innovator	innovative
To retrofit	retrofit/retrofitting		retrofit

Introduction

In this unit you’ll learn about some innovative ways that the circular economy works, this time looking at the textile industry. You’ll read about how old clothes can be repurposed and hear about an app that encourages young people to trade second-hand clothes with each other, rather than throwing them away. You’ll learn about SDG9 Industry, Innovation and Infrastructure. By design, all SDGs overlap with one another. Use the sentence below as a prompt to make a list of which ones might overlap with SDG9 when considering the impact of the fashion industry (see the [Welcome page](#) for a list of all the SDGs).

The textile industry today is the second largest polluter of clean water, and many fashion companies exploit textile workers in the developing world.

In your local context...

1. Are people employed as textile workers? If yes, what are the working conditions like?
2. Is textile waste shipped to your country to be dealt with? If yes, what is your view on this?
3. ‘Fast fashion’ is a term that refers to cheap clothing produced quickly and sold in large quantities in order to respond to the latest fashion trends. Is fast fashion an option in your context? If yes, have

you thought much about the environmental impact of consuming goods in this way?

Data Visualisation – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

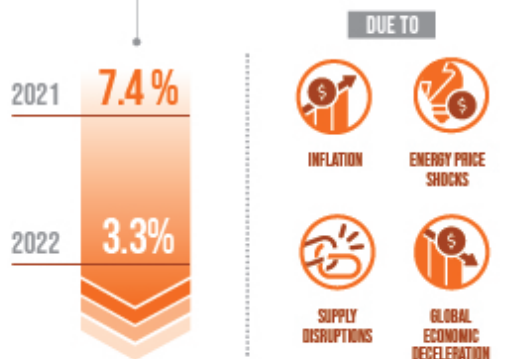
The title of the infographic states the aims of SDG9, and the main body summarises the SDG9 section of the [Sustainable Development Goals report 2023](#), showing progress (or lack of progress) towards the goal. Read the infographic and complete the tasks below. (Click here to [see the infographic full screen](#)).



BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

GLOBAL MANUFACTURING

GROWTH SLOWED FROM



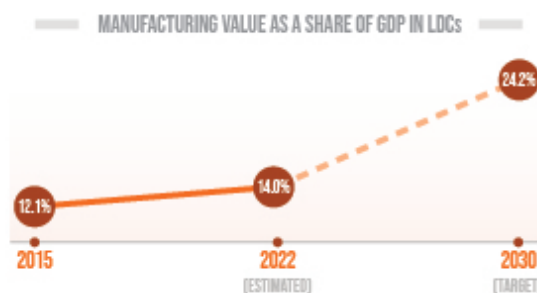
ENERGY-RELATED

CO₂ EMISSIONS

REACHED
36.8 BILLION
METRIC TONS IN 2022
A RECORD HIGH



LDCs ARE LIKELY TO MISS THEIR 2030 TARGET OF DOUBLING MANUFACTURING SHARE OF GDP



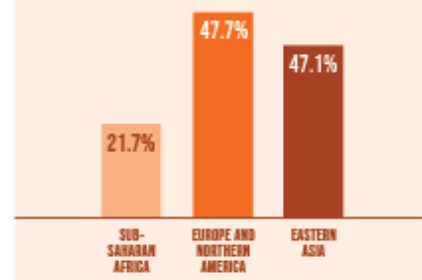
MEDIUM-HIGH AND HIGH-TECHNOLOGY

INDUSTRIES EXPERIENCED

STRONG GROWTH IN 2022

BUT WITH REGIONAL VARIATION

SHARE IN TOTAL MANUFACTURING



95% OF THE WORLD

HAS MOBILE BROADBAND ACCESS (3G OR HIGHER) (2022)

BUT COVERAGE IS ONLY 82% IN SUB-SAHARAN AFRICA AND 68% IN OCEANIA*



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2023: SPECIAL EDITION- [UNSTATS.UN.ORG/SDGS/REPORT/2023/](https://unstats.un.org/sdgs/report/2023/)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-234>

Download the transcript here – [Unit 3 Infographic](#)

Reading – Circular fashion: turning old clothes into everything from new cotton to fake knees

Before you read – Vocabulary: waste in the textile industry

You saw in the infographic that one of the aims of SDG9 is to foster innovation. The reading examines innovative ways of taking old clothes and cotton waste and turning them into new products. Match these words that relate to using waste from the textile industry with the correct definition:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-12>

Skim read for main ideas & Read for detail

Make notes about the reading under each of the headings in the left-hand column. When you have finished download your notes to your own computer.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-45>

THE CONVERSATION CC BY ND

Circular fashion: turning old clothes into everything from new cotton to fake knees



Dr. Catriona Vi Nguyen-Robertson (L), University of Melbourne and Dr. Nolene Byrne (R), Associate Professor, Deakin University, Australia

Australia has a fashion problem. More than 500,000 tonnes of clothing waste is sent to landfill each year. But a new way of recycling could redirect some of our unwanted textiles from polluting the environment, by repurposing cotton waste into anything from new clothes to prosthetic knees.

Developed by our team at Deakin University, where we work on designing

materials and processes for a circular economy, this solution for recycling textiles involves dissolving cotton and regenerating it into brand-new cellulose – a complex, strong carbohydrate with many industrial uses.

The cost of clothes

Textile waste consumes nearly 5% of all landfill space, and 20% of all freshwater pollution is a result of textile treatment and dyeing. Growing cotton requires harmful pesticides and fertilisers, and textile-manufacturing plants release hazardous waste into the nearby land.

Synthetic dyes also come at a cost to the environment. The dyeing process involves a lot of water, and not all of it is efficiently cleaned before re-entering our environment.

Waste water from textile dyeing can affect the entire water ecosystem. This is because some dyes don't ever degrade in water. Those that do degrade produce harmful by-products – sometimes carcinogenic.

Importantly, despite the energy and resources used in the production process, not all cotton produced makes it into our clothes. Around 23.6 million tonnes of cotton is produced each year, but the weight of stems, leaves and lint from the plant amounts to 18-65% of each bale of cotton.

From what is left, even more cotton fibre is lost in the process of spinning cotton buds into yarn because some fibres break during spinning. Some of this raw material waste can be

used to make products such as soaps, animal feed or cotton seed oil, but the rest is thrown away.

Wasted raw cotton material aside, it can take nearly 2,700 litres of water to produce a single cotton T-shirt and more than 7,600 litres to make a pair of jeans.

It's no wonder that we want greener clothes!

How we're closing the cotton circle

To counter the fast-fashion industry, circular fashion is taking off. Textile waste can now be recycled into usable products.

Cotton fibres are almost purely comprised of cellulose and can therefore be turned into other cellulose-based products.

At Deakin University's Institute for Frontier Materials we have developed a chemical-based recycling process to produce high-quality, regenerated cellulose from cotton.

The regenerated cellulose can be used in many ways. It can be used in textile manufacturing again, in the production of cellophane and paper, insulation and filtration, or in biomedical applications such as drug delivery and tissue engineering.

Cotton waste has traditionally been recycled through a mechanical process that produces poorer quality recycled cotton. Only a small fraction of recycled cotton could be incorporated into new garments.

But our recycling process dissolves the cotton waste and regenerates it as cellulose. Even cotton blended fabrics, such as cotton-polyester blends, can be recycled in this process, so nothing goes to waste.

This regenerated cellulose has many different possible uses. It can be spun into a textile fibre similar to native cotton or used to make aerogels – synthetic, ultralight materials comprised of a network of micron-sized pores and nanoscale tunnels.

The aerogels produced from our recycling process can be moulded into a structure almost identical to cartilage in the joints of the body. We manipulate the size and distribution of tunnels to mould the aerogel within into synthetic cartilage with an ideal shape to replace damaged knee cartilage in arthritic patients.

While we haven't used them in patients yet, we've found that the aerogels have a remarkable similarity to cartilage tissues when tested. They can replicate the type of lubrication mechanism used by cartilage in joints to protect against wear and damage.

Rescuing dyes

We can also shred cotton fabrics and mill them into coloured powders to dye new clothes. Since 2017, many Chinese factories that produced synthetic dyes for textiles were shut

down following environmental inspections, highlighting the need for change in dyeing practices. We need new textile dyeing methods that save water, reduce pollutants, save energy and protect human health.

Our recycling process offers an environmentally friendly alternative. This process not only gives purpose to old clothing, but also eliminates much of the energy and water involved in the normal dyeing process.

We are rescuing denim and other cotton-based clothes from landfill to create cellulose fibres, aerogels and dyes from 100% of the waste.

Textile waste is a global challenge with significant environmental issues. We've created a recycling solution to tackle this pollution head-on.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-46>

Speaking – Oral summary

Work with a partner:

1. Without looking at your notes, give an oral summary to your partner of the key things you remember from the text about taking old clothes and cotton waste and turning them into new products.
 2. Tell your partner any new words you remember and give a definition. Add these new words to your vocabulary book.
-

Vocabulary – Compound words

1. In Unit 2 you learned several compound adjectives. In the reading there are many compound, or two-part, words (compound nouns, compound adjectives and compound verbs). Read the sentences from the text and click on the compound word in each sentence:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-47>

2. Remember that compound words are defined by what they *do*, rather than what they *contain*. In each sentence, decide if the compound word you have identified is a compound noun, a compound adjective, or a compound verb.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-48>

Pronunciation – Word stress in compound words

Focus on word stress in compound words

Although it can vary, as a general rule:

- compound nouns are usually stressed on the appropriate syllable of the first word (LANDfill).
- compound adjectives are usually stressed on the appropriate syllable of the second part of the compound (brand-NEW).

- compound verbs are usually stressed on the appropriate syllable of the first word (to **HIGHlight**).

Practice

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-13>

Listen to these sentences and notice the word stress in the **compound word**. You'll hear the sentence first followed by just the compound word. Listen and repeat the compound word.

Compound noun:

- clothing is sent to **landfill** **0o**

Compound adjectives:

- **brand-new** cellulose **o0**
- **textile-manufacturing** plants **oooo0oo**
- a **fast-fashion** company **o0**

Compound verb:

- to **highlight** the need **0o**

Listening – Depop sale: fashion retailers must move faster on sustainability (8 mins)



Text by Dr. Elaine
L. Ritch, Senior
Lecturer in
Marketing,
Glasgow
Caledonian
University, UK.
Narrated by Sue
Robbins.

Before you listen – Prediction

1. In the listening in Unit 1 you heard about the circular economy. Can you give a definition?
2. In the reading in this Unit ('Circular Fashion') you learned about innovative ways of taking old clothes and cotton waste and turning them into new products – an example of the circular economy. Depop is a fashion app that is another innovative example of the circular economy. Can you guess how it works? Read the paragraph below and see if you were right.

Depop is a fashion marketplace app where people buy and sell used clothes that they don't want any more. Apps like Depop are an innovative way to participate in **the circular economy** and this **redistribution model** is transforming fashion. The rise of **consumer-to-consumer** fashion **redistribution platforms** (where young people are both the sellers and the buyers) allows consumers to make the most of resources already in circulation. In the process they are making fashion more inclusive, diverse and less wasteful.

3. In this listening, Dr. Ritch highlights the problem of fashion overconsumption in developed countries. How do you think this lifestyle choice affects people in developing countries?
4. Do you think an app like Depop can help solve the problem of overconsumption? If so, how?
5. Can you give a definition for the terms in **bold** in the paragraph? Use the context to help you guess.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-49>

Listen for main ideas

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-14>

Listen for the specific information required to answer the questions on the cards. Stop and start the audio if you want to. From the flow of information identify just the relevant parts you need to answer the questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-50>

Download [Unit 3 Listening – Transcript](#)

Grammar – Gerunds and infinitives

1. When you have two verbs in a sentence, the first verb dictates the form of the second one. Can you complete the quiz questions with the correct form?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-51>

2. The sentences below are taken from the reading and the listening. Read them and notice the form of the **second verb**² in the sentence:

Examples from the reading (Circular Fashion)

Verb + Gerund:

- We **work on**¹ **designing**² materials and processes for a circular economy.
- This solution **involves**¹ **dissolving**² cotton and regenerating it.

Examples from the listening (Depop)

Verb + Infinitive:

- Consumers **want**¹ **to buy**² more sustainable clothing.
- Some retailers **encourage**¹ consumers **to return**² unwanted clothing.
- Cos **enables**¹ consumers **to buy**² and sell used Cos clothing online.
- Consumers are not **prepared**¹ **to sacrifice**² their sense of identity.

Verb + infinitive without 'to':

- This **may**¹ **include**² redistribution markets, such as Depop.
- Retailers **must**¹ **act**² fast.

Grammar focus – Gerunds and infinitives

We use the infinitive without 'to':

- After a preposition
- After modal verbs *can, could, may, might, will, shall, would, should, must, have to*

We use the 'to' Infinitive after many common verbs including these:

- agree, demand, aim, manage, help, remember, offer, prefer, decide, etc.

We use the 'ing' form of the verb (also called the present participle or the gerund) after many common verbs including these:

- admit, deny, finish, practise, involve, consider, risk, etc.

Practice

Read the paragraph that summarises the listening. Complete the gaps in the summary paragraph by writing in the correct form of the verb in brackets:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=126#h5p-15>

Writing

In this Unit you've learned about some innovative ways of dealing with textile waste and how the circular economy works. The story of the Al Hannoun honey cooperative in Palestine, who are recycling beeswax, continues this theme.

Read the story of the honey cooperative and write a response to it that incorporates what you know about innovation, and SDG9 Industry, Innovation and Infrastructure. Write about:

- What the beekeepers need beeswax for.
- The machine that the beekeepers are using to recycle beeswax from old bee hives.
- How old beeswax is recycled and what the recycled beeswax is used for.
- Any other topic relevant to innovation or SDG9.

Innovating the Beekeeping Industry in Palestine with Recycled Beeswax

In 2017, fifteen (15) aspiring beekeepers joined forces to create the Al Hannoun honey cooperative to tap into the beekeeping industry in the State of Palestine. Within three years of operation, members of the cooperative have witnessed success and begun to seek environmentally friendly investment opportunities from abroad. By 2020, they secured an advanced beeswax recycling machine and tailored technical guidance to maximise its use through the FAO.

Prior to the introduction of the recycling machine, Al Hannoun relied on imported industrial beeswax to lure bees to visit wooden hives. Beeswax from old hives is usually damaged or

destroyed and therefore could not be reused. With the machine, beeswax collected by the farmers from old hives can be recycled and upcycled. The machine melts, homogenizes and purifies the old beeswax and moulds to new ones. Thanks to this innovative technology, a large amount of used beeswax can be recycled and upcycled, to create new products like scented candles and other speciality items. As a result, the cooperative was able to save an estimated \$5,840 (ILS 18,000) on beeswax.

Today, the cooperative has expanded to include 50 young members, all relying on beekeeping as a reliable source of income.

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary below and discuss the questions that follow:

SDG9 Summary

Constructing new greener infrastructures, **retrofitting** or reconfiguring existing infrastructure systems and exploiting the potential of smart technologies can greatly contribute to the reduction of **environmental impacts** and disaster risks as well as the construction of resilience and the increase of **efficiency** in the use of **natural resources**.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. You've learned about the work scientists are doing to find innovative ways to use waste textiles. How important do you think this research is?

2. You've learned about the enormous amount of textile waste generated by the developed world. Are apps like Depop available to you? If yes, do you/would you use them instead of stimulating demand for new cotton products?
3. Do you know of any innovative methods to deal with textile waste and to make better use of natural resources in your local context?
4. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Tell me some countries where people are employed as textile workers. I will ask you some questions about the working conditions in each country.'
2. 'Tell me about 'fast fashion' in [insert name of country]. What is the environmental impact of consuming goods in this way in that country? Ask me my opinion about 'fast fashion', and about the environmental impact.'

Looking ahead to unit 4

In Unit 4 you'll continue learning about the textile industry and find out about SDG 14 – Life Below Water. At the beginning of this Unit you learned that the textile industry is the second largest polluter of clean water. Can you think of any links between fast fashion and water?

Use the menu bar on the left hand side of the screen to access Unit 4.

UNIT 4 INNOVATION: SDG14

Life Below Water



Goal no. 14 of the 2030 Agenda for Sustainable Development aims to **conserve and sustainably use the oceans, seas and marine resources for sustainable development.**

Click on the arrows to reveal more information about SDG14. You don't need to remember everything you read – the main thing is to get

an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-62>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG 14). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To conserve	conservation	conservationist	conserved
To inhabit	habitation	inhabitant	habitable/inhabitable
To be biodiverse	biodiversity		biodiverse
To exploit	exploitation	exploiter	exploited
To pollute	pollution/pollutant	polluter	polluting

Introduction

In Unit 3 you learned a bit about the impact of the textile industry on the environment. In this Unit you’ll find out about the way the industry relies heavily on water, a precious natural resource. Read the paragraph and answer the questions below:

The textile industry is responsible for 10% of global carbon emissions. It produces up to 20% of industrial wastewater pollution, and textile dyeing is the second largest polluter of water globally. Making a pair of jeans takes approximately 7,570 litres of water.

1. Can you think of ways in which the textile industry makes such a huge contribution to greenhouse gas emissions?
2. What does textile ‘dyeing’ refer to? Can you give the verb, noun and adjective?
3. Do you wear jeans? Were you aware how much water it takes to make them?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-168>

Reading – Following a t-shirt from cotton field to landfill shows the true cost of fast fashion

Before you read

In the UK, ‘Black Friday’ is a day when consumer goods are discounted in order to encourage people to buy more. In 2020 one of the discounted products was a dress that a retailer was selling for 8p (0.08 Euros, or 0.12 US dollars), when it would probably cost around £20 usually (23 Euros or 25 US dollars).

1. Based on what you learned in Unit 3, what problems do you think are created or exacerbated by retailers selling clothes so cheaply?
2. What do you think of the idea of persuading consumers in developed countries to buy more than they need?

Read for main ideas

Read the text (max 10 mins) and identify the problems at each stage in the production process of a t-shirt. Drag the problems into the relevant sections.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-16>

Read for detail

Complete the gaps in the paragraph by writing in an appropriate word or phrase from the text.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-17>

THE CONVERSATION CC BY ND

Following a t-shirt from cotton field to landfill shows the true cost of fast fashion



Dr. Mark Sumner,
Lecturer in
Sustainability,
Fashion and
Retail, University
of Leeds, UK

With many shops closed due to pandemic restrictions, Black Friday 2020 might have looked different from the frantic buying sprees of years past. But one thing remained the same: the relentless pace of fast fashion. Environmentalists criticised one UK retailer for selling a dress for 8p online.

What are the costs of making garments so cheap? Well, consider an item of clothing we're all likely to wear at some point – the t-shirt. Like the 8p dress, t-shirts belong to an industry responsible for 10% of global CO₂ emissions.

Depending on the brand of t-shirt you're wearing, you could be contributing to these emissions and a long list of other **environmental and social harms**. But to really understand these impacts, we need to explore the supply chain that creates them.

Spinning a yarn

Most t-shirts are made from cotton, which is grown in 80 countries by 25 million farmers who produced a total of 25.9 million tonnes of fibre between 2018 and 2019. Conventional cotton farming consumes 6% of the world's **pesticides**, even though it only uses 2.4% of the world's land. These chemicals control pests like the pink boll worm, but they can also **poison** other wildlife and people. Farmers tend to use large amounts of synthetic

fertiliser to maximise the amount of cotton they grow, which can **degrade** soil and **pollute** rivers.

More than 70% of global cotton production comes from irrigated farms and it takes one-and-a-half Olympic swimming pools of water to grow one tonne of cotton. Your t-shirt could have used 7,000 litres of water just to grow the cotton it's made from. That's a lot of water for one t-shirt, especially when you consider that cotton is a crop that tends to be grown in regions plagued by drought. The farmer may have only 10l to 20l of water a day for washing, cleaning and cooking.

But the **negative impacts** only begin with growing the fibres. The cotton has to be spun into yarn, which uses lots of energy and is the second-highest source of carbon **pollution** across the t-shirt's lifecycle, after the dyeing process.

The cotton yarn is then knitted into the fabric that makes the t-shirt. Globally, this process generates an estimated 394 million tonnes of CO² per year.

Finishing touches

Next, colour is added to the fabric. This can be done in many different ways, but all rely on fresh water, which may become **contaminated** with tiny fibres or chemicals harmful to animals and plants. In some cases, this water is discharged directly into the environment without treatment. In Cambodia for example, where clothing comprises 88% of industrial manufacturing, the fashion industry is responsible for 60% of water pollution.

The dyeing process uses lots of energy to heat the water, as most dye reactions occur at 60°C or higher. The coloured fabric then has to be washed and dried to prepare it for the final stage: garment making. Overall, it takes about 2.6kg of CO² to produce a t-shirt – the equivalent of driving 14km in a standard passenger car.

Transporting the t-shirt to your house accounts for less than 1% of the garment's total emissions. But once there, it consumes energy, water and chemicals. Washing, ironing and drying clothes represents one-third of the overall **climate impact** of clothing. Synthetic clothes, made of materials like polyester, generate tiny plastic fibres when washed, which eventually flow into rivers and the sea. Research suggests that synthetic fabrics are responsible for up to 35% of all the microplastics polluting the ocean.

Sadly, the average number of times a garment is worn before being thrown away is falling. In the UK, more than £40 billion (US\$53 billion) worth of clothing sits at the back of wardrobes. When emptied, 350,000 tonnes of clothing ends up in landfill each year. Often these garments still have plenty of life in them if they are given the chance – 90% of donated clothes are suitable for racks in UK charity shops. But this relies on consumers saving old clothes from the bin.

Changing clothing

It's a myth that fast fashion clothing is necessarily poor quality. Many brands do create durable products, some lasting twice as long as designer label equivalents that are up to ten times more expensive.

A growing number of businesses are trying to minimise the **environmental impact** of their clothes. Some UK brands have begun sourcing cotton which is less reliant on pesticides, synthetic fertilisers and consumes less water. Enough high-quality cotton can be grown to meet current demand with much less water and pesticides.

Cold pad batch dyeing uses up to 50% less water, energy and chemicals than standard processes and produces much less waste. Voluntary initiatives, such as the Sustainable Clothing Action Plan, are trying to set minimum standards for quality across the industry.

You can make a difference too. Buying from responsible brands is a good start, and only washing the garment when it really needs it. Once you're done with your clothes, giving them to clothing charities offers them a second life and makes fashion overall much greener.

Hopefully knowing more about the vast effort and resources that go into making our clothes can help people make better choices as well. Before throwing old clothes out, remember the long and costly journey your t-shirt took from cotton to wardrobe, and think again.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

After you read

What is your reaction to:

- the statistics about how much water is needed to produce cotton, and how much water is needed to produce one t-shirt?
 - the information about the farmers who grow the cotton?
 - the juxtaposition between water use for a) growing cotton and b) the farmers' daily lives?
-

Pronunciation – Silent letters

1. Many English words have letters that are not pronounced, and we call them ‘silent’ letters. Read the sentences from the text and for each of the words in **bold** identify the silent letter that is not pronounced. Try saying the word out loud and seeing which letter is silent. For example, in the word ‘**could**’, in the first sentence, the letter ‘l’ is not heard.
 - a) You **could** be contributing to these emissions and a long list of other **environmental** and social harms.
 - b) Most t-shirts are made from **cotton**.
 - c) Fresh water may become contaminated with tiny fibres or **chemicals**.
 - d) The **coloured** fabric then has to be washed and dried to prepare it for the final stage: garment making.
 - e) Hopefully knowing more about the vast effort and **resources** that go into making our clothes can help people make better choices as well.
 - f) Before throwing old clothes out, remember the long and **costly** journey your t-shirt took from cotton to wardrobe, and think again.
2. Listen to the sentences. You’ll hear the sentence first followed by just the word(s) with a silent letter. Check that you identified the silent letter correctly, then listen and repeat the words with silent letters. Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-18>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-226>

Vocabulary – Negative environmental impacts

The text (‘Following a t-shirt from cotton field to landfill’) talks about the harmful effects of the fashion

industry on the environment. Read the three sentences from the text, noticing the words or phrases in **bold**. After each sentence, write your answers to the questions in the text box. When you have finished, use the 'check' button to see if you have used the expected keywords, and use the 'show solution' button to see a sample answer.

1. 'T-shirts belong to an industry responsible for 10% of global CO₂ emissions... You could be contributing to these emissions and a long list of other **environmental and social harms**.'



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-169>

2. Conventional cotton farming consumes 6% of the world's **pesticides**. These chemicals control pests but can also **poison** other wildlife and people.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-170>

3. Farmers tend to use large amounts of synthetic fertiliser to maximise the amount of cotton they grow, which can **degrade** soil and **pollute** rivers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-171>

Writing – Summary

Write five or six sentences that summarise the impact of the lifecycle of a t-shirt on the world's water supplies.

Function – Expressing caution

1. Read this paragraph from the text that contains a lot of statistical information. Notice that the present tense (both active and passive voice) is used to talk about something definite.

'Most t-shirts are made from cotton, which is grown in 80 countries by 25 million farmers who produced a total of 25.9 million tonnes of fibre between 2018 and 2019. Conventional cotton farming consumes 6% of the world's pesticides, even though it only uses 2.4% of the world's land. These chemicals control pests like the pink boll worm, but they can also poison other wildlife and people. Farmers tend to use large amounts of synthetic fertiliser to maximise the amount of cotton they grow, which can degrade soil and pollute rivers.'

2. In the final sentence does the writer say farmers always use synthetic fertilisers, or is he cautious about saying that?

3. Read these sentences from the text and decide what the writer is trying *not* to say in each one. For example, in the first sentence the writer is trying to avoid saying that all farmers always use synthetic fertilisers. He is cautious about over-generalising.

1. Farmers **tend** to use large amounts of synthetic fertiliser to maximise the amount of cotton they can grow.
2. Consider an item of clothing we **are all likely to** wear at some point – the t-shirt.
3. Cotton is a crop that **tends** to be grown in regions plagued by drought.
4. **In some cases**, the contaminated water is discharged directly into the environment.
5. Research **suggests** that synthetic fabrics are responsible for up to 35% of all the microplastics polluting the ocean.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-54>

Grammar review – Gerunds and infinitives

In Unit 3 you learned that when you have two verbs in a sentence, the first verb dictates the form of the second one. In this extract from the text notice the verbs in **bold** and decide what form the second verb(s) in brackets should take. You can check by re-reading the paragraph in the Function section above.

'These chemicals control pests like the pink boll worm, but they **can** also (to poison) other wildlife and people. Farmers **tend** (to use) large amounts of synthetic fertiliser (to maximise) the amount of cotton they grow, which **can** (to degrade) soil and pollute rivers.'

Listening – 10 ways to cut shipping's contribution to climate change (6 mins)

THE CONVERSATION [CC BY ND](#)



Text by Simon Bullock, PhD
Candidate in Shipping and Climate Change,
University of Manchester, UK.
Narrated by Sue Robbins.

Before you listen

In the Introduction you learned that the textile industry is responsible for 10% of global carbon emissions, and that the logistical requirements of transporting goods globally at the various stages of production and distribution contribute to textiles' carbon footprint. Just over one-fifth of CO₂ emissions that cause global warming come from how people get around, send and receive goods and travel the world. One of the sectors doing the most damage in terms of carbon emissions is international shipping. Ships last for decades and run largely on diesel – the most polluting type of fossil fuel. A 20% reduction in ship speeds can save about 24% of CO₂. You'll hear about speed, as well as 6 other areas where it's possible to cut shipping emissions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-20>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-56>

Speaking

1. Use your notes to make an oral summary to your partner about the process of transporting goods around the world by ship.
2. Discuss:
 - In the context of SDG14 Life Below Water, why is it important to focus on shipping?
 - In the context of fast fashion, what can consumers in the developed world do to help reduce the carbon emissions associated with shipping goods?

Download [Unit 4 Listening Transcript](#)

Writing

In this Unit you've learned about the way the textile industry and the shipping of 'fast fashion' items around the world is responsible for a huge amount of CO₂ emissions. In the infographic you learned how the oceans absorb this additional CO₂ which threatens marine life. Navaratnam Rasakulam's story is about how his skills as a fisherman helped him develop an environmentally sustainable technique of raising sea cucumbers (a marine animal in the same family as a starfish) that helps to ensure wild populations are protected. Navaratnam lives in Sri Lanka.

Read Navaratnam's story and write a response to it that incorporates what you know about innovation and SDG14 Life Below Water. Write about:

- Why Navaratnam began farming sea cucumbers.

- Why farming sea cucumbers, rather than just catching them in the wild, was both innovative and important.
- Any other topic relevant to innovation or SDG14.

Making a New Wave

Navaratnam Rasakulam is the first person to start cucumber farming in the coastal village of Pallikuda in Sri Lanka, a thriving industry that is supporting the livelihood of hundreds of families in the region. “I have been engaging in fishing since I was 16 years old. From a young age, I was interested in and wanted to get into the sea cucumber business. So, whenever I am out fishing, I used to gather sea cucumber in small quantities,” recalls Rasakulam.

When Rasakulam first started farming the animal, there was little domestic demand for it. However, sea cucumbers have become a coveted ingredient in East Asia and Sri Lanka exported 318 metric tons in 2020, generating a revenue of over 1.8 billion rupees. With the soaring demand, wild sea cucumber population was under threat of overexploitation and declining in recent past. Rasakulam understood that his source of income could be at stake and sought to artificially-breed juvenile sea cucumbers from a hatchery. Hatchery based artificial breeding is the most environmentally sustainable technique of raising sea cucumbers and helps to ensure wild populations are protected.

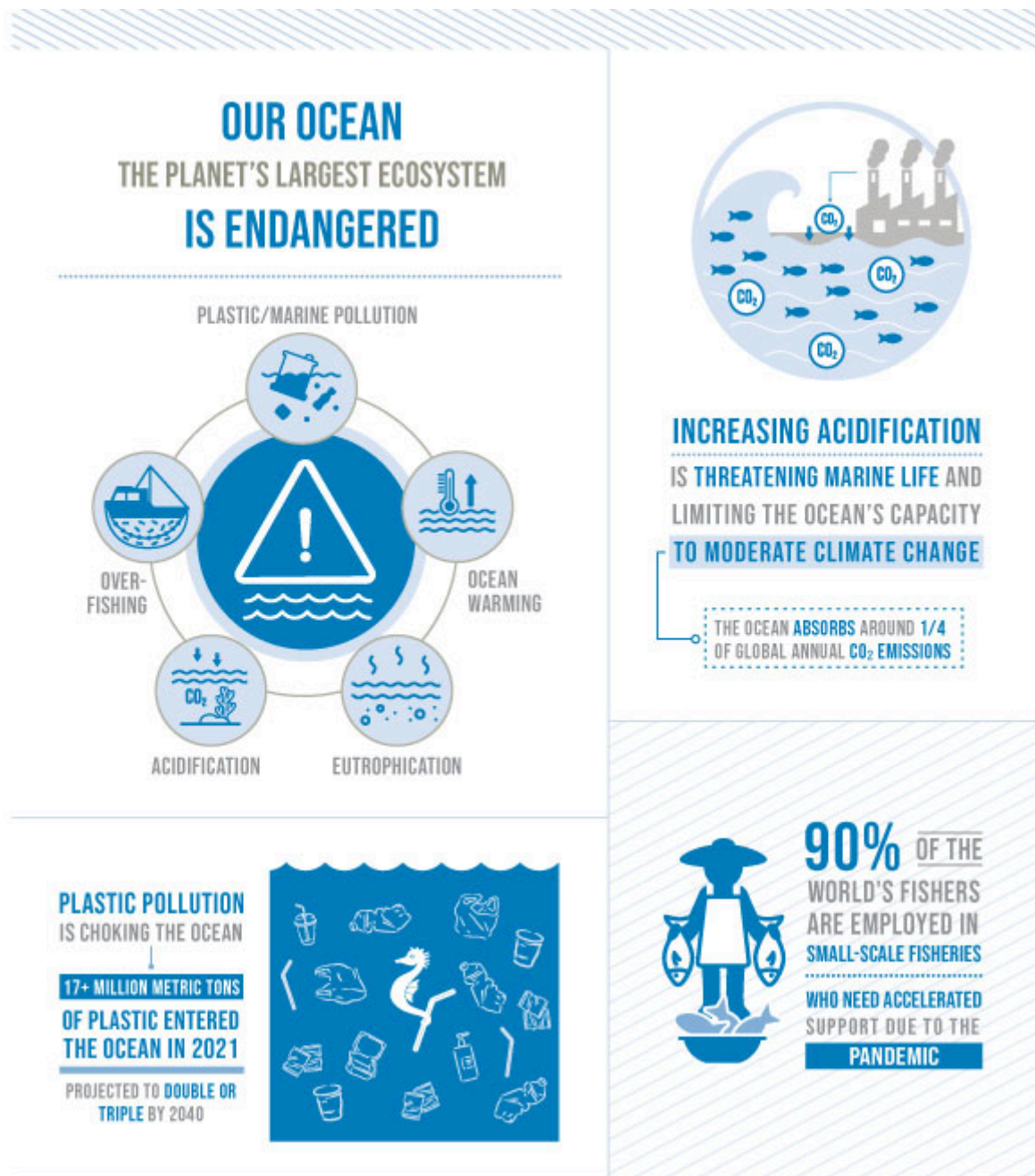
Now, over 190 sea cucumber farms operate in Sri Lanka. Rasakulam takes pride in spearheading this movement, “After seeing the success of my farm, now in Pallikuda, several others have also started their own sea cucumber farms with the support of the National Aquaculture Development Authority (NAQDA) and ILO. I am very happy about this; I want everyone to prosper.”

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Data visualisation – Our ocean is endangered

In Unit 3 you learned that global carbon dioxide (CO₂) emissions from energy combustion and industrial processes are going up and that much of the CO₂ is absorbed by the oceans, which is having a harmful

effect. Here you'll learn more about factors that are endangering our oceans. Read the infographic and complete the task below. (Click here to [see the infographic full screen](#)).



Goal 14 infographic



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=128#h5p-236>

Download the transcript here: [Unit 4 Infographic](#)

Speaking

Read the summary below and discuss the questions that follow:

SDG14 Summary

The oceans cover more than 70% of the surface of our planet and play a key role in supporting life on earth. They are the most diverse and important ecosystem, contributing to global and regional elemental cycling, and regulating the climate. The ocean provides natural resources including food, materials, substances, and energy.

Increasing levels of **debris** in the world's seas and oceans is having a major and growing economic impact.

Oceans, seas and other marine resources are essential to human well-being and social and economic development worldwide. Their **conservation** and sustainable use are central to achieving the 2030 Agenda, especially for Small Island Developing States. Marine resources are particularly important for people living in coastal communities, who represented 37% of the world's population in 2010. Oceans provide livelihoods, subsistence and benefits from fisheries, tourism and other sectors. They also help **regulate** the global ecosystem by absorbing heat and carbon dioxide (CO₂) from the atmosphere. However, oceans and coastal areas are extremely **vulnerable** to **environmental degradation**, overfishing, climate change and pollution.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. You've learned about the substantial impact fast fashion has on life below water, about plastics polluting the oceans and killing marine creatures, and about the carbon emissions that cause global warming created by the shipping industry. What, in summary, do you think is the main reason we should be taking better care of life below water?
2. Fossil-fuelled transport such as shipping worsens severe weather, and severe weather interferes with mobility. Given this vicious circle did any of the suggestions in the listening for ways to cut shipping emissions seem sensible to you?
3. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about the ethics of persuading consumers in developed countries to buy more than they need. You begin, and ask me what I think about each point that you make.'
2. 'Let's talk about what are the main reasons that we should be taking better care of life below water? Ask me for my opinion and agree or disagree with me.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 3 and 4.

End of Section One – Resource Use

This is the end of Section 1. Think about:

- Four key things that you found out by working through the topics (SDG12 Responsible Consumption and Production, SDG7 Affordable and Clean Energy, SDG9 Industry, Innovation and Infrastructure, and SDG14 Life Below Water).
- One language skill that you think you have developed a bit further.
- Some new vocabulary items that you have mastered (i.e. you can remember them and use them appropriately).
- An area of language that you would like to develop further.
- Any lifestyle change that is possible in your context to help achieve the aims of one or more of these SDGs.

EXTENSION ACTIVITIES UNITS 3 & 4

Units 3 & 4 – Innovation

- **SDG 9 – Industry, Innovation and Infrastructure**
- **SDG 14 – Life Below Water**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG9 & SDG14 with *Go Goals* digital board game

Go Goals is a ready-to-use board game developed by the United Nations that helps you understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 9 and goal 14 and answer the set of quiz questions that appear. Check your answers when you are done (Game created by Božica Borbaš).

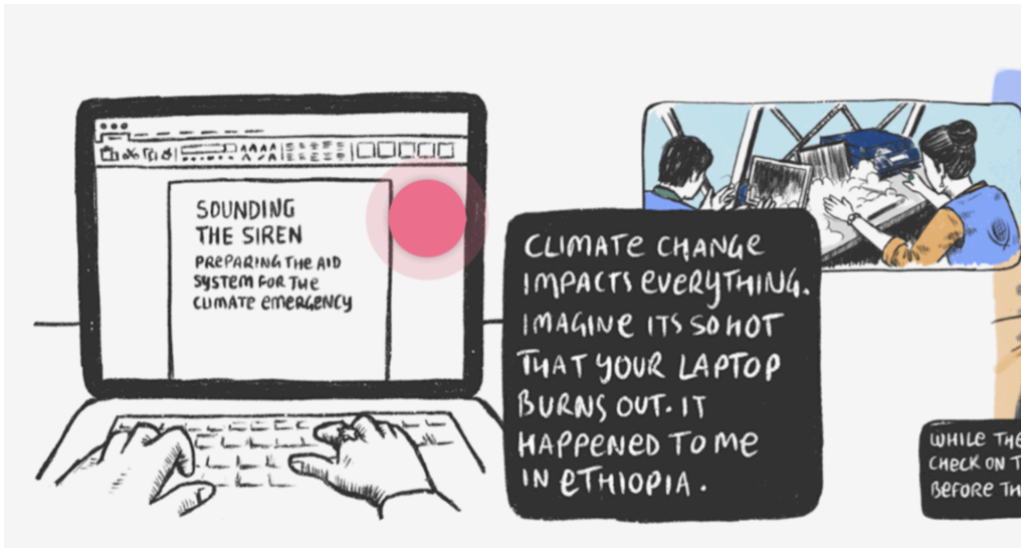
2. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these two Units.
-

Develop your writing

One of the aims of SDG9 is to build resilient infrastructure. In the 'Why this goal' section of Unit 3 you learned that economies with a strong infrastructure experienced faster recovery from the Covid-18 pandemic, and that high-tech industries performed better and recovered faster, providing a strong example of how important technological innovation is to achieving Goal 9.

Read the graphic story and think about the link between climate and technology and the the ability to

innovate. Write a paragraph about the ability of people in the developed world and the developing world to deal with climate change and build a resilient infrastructure.



Amrita's Story:
Sounding the
Siren: Preparing
Humanitarian Aid
for the Climate
Emergency

Develop your speaking

Design and deliver a 'Pecha Kucha' (Japanese for chit-chat). This presentation format is based on using 20 presentation slides but only talking about each of them for 20 seconds (each presentation should be 6 minutes and 40 seconds long).

- Only still images on the slides – no text or videos
- Each slide only stays on the screen for 20 seconds
- What you say should be about the slide that is showing

Choose one of the topics below and find 20 relevant images:

1. *What you've learned in these two Units:* Create a presentation with images of different topics or themes you have studied.
2. *One of the Goals:* Create a presentation with images based on one of the SDGs.
3. *A story:* Create a sequence of images of people places and things related to one or both of the SDGs.
4. *An initiative you would like to be involved with:* Research an initiative happening somewhere in the world. Create a sequence of 20 images.

Configure your slide timings so that the slides automatically change after 20 seconds. This will oblige you to be very concise!

You can practice recording/timing your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=150#h5p-233>

Develop your reading – Read for interest

Access the link and read one (or more) of the following texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focussing on the parts that interest you.

Articles from *The Conversation*:

1. [Biodegradable plastic in clothing doesn't break down nearly as quickly as hoped – new research.](#)
2. [It may not be possible to slow down fast fashion. So can the industry ever be sustainable?](#)
3. [Four clothing businesses that could lead us away from the horrors of fast fashion](#)
4. [Charity shops; why they beat the rest of the High Street as a retail experience](#)
5. [How Illegal fishing harms Nigeria, and what to do about it](#)
6. [Review of nine African 'Blue economy' projects.](#)
7. [Women are a mainstay of fishing in West Africa but they get a raw deal.](#)

Develop your listening

Listen once for general idea and then listen again for detail, focusing on the parts that interest you.

1. *The Conversation Weekly* podcast (Starts at 16.00 mins/ Ends 20.42 mins). [The ocean economy is booming: who is making money, who is paying the price?](#)
2. How a Kenyan start-up is upcycling fashion waste



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=150#oembed-3>

To see the transcript click 'watch on YouTube'. When you are in YouTube, click the 3 dots in the bottom right under the video and select 'show transcript'.

3. 'Cotton's Hidden Voices: Video stories from the makers of your clothes' – a project led by Dr. Mark

Sumner, Lecturer in Sustainability, Fashion and Retail, University of Leeds UK and author of the text in Unit 4. Click on the image to see details of the project.

<https://sustainablethreads.leeds.ac.uk/resources/stories-from-the-makers-of-your-clothes/>

Develop your vocabulary

Add the new vocabulary you learn to your vocabulary note-book.

Resources from BBC Learning English (to see the transcript, when you are in YouTube click the 3 dots in the bottom right under the video and select 'show transcript').

6-minute English:

- [The Circular economy](#)

Lingo Hack:

- [Turning plastics into sportswear.](#)
 - [Clothing and the environment.](#)
 - [The worldwide plastic problem](#)
 - [Tackling a tide of plastic](#)
 - [Our plastic ocean](#)
-

Develop your grammar

If you'd like more practice in using gerunds and infinitives watch the [video from 6-minute Grammar, BBC Learning English](#), and complete the quiz at the end.

Or play this game:

<https://wordwall.net/resource/15046609>

Build an argument

1. Most people would agree that killing animals for their fur is not ethical, and that fur products should not be fashion items. [This article from The Conversation](#), about banning the killing of seals in the arctic region, offers an alternative view however. Read the text and use the information to build an

argument about why the European ban on seal fur is harmful to the Canadian Inuit people and their way of life.

2. Free course from the Open University UK (1 hour) '[How arguments are constructed and used in the Social Sciences](#)'.
-

Practice expressing caution

<https://wordwall.net/resource/18775292>

Play an interactive web-based game

[Deep Blue Dump](#) – A beautiful baby turtle has just hatched and began his first ocean journey. Can you keep him safe from the plastic pollution?

[Plasticity](#) is a hauntingly beautiful puzzle-platformer about a plastic-ridden world and the choices you make to save it. Play as Noa, a curious young girl who leaves her home in search of a better life. Embark on an emotional journey as your actions dynamically change both gameplay and the story.

Take action

1. Access the link to the 'Take Action Today' site for [Goal 9](#) and/or [Goal 14](#) and select an action you can take in your everyday life to help meet the aims of these two SDGs.
 2. Or choose an action from [The Good Life Goals](#).
 3. Or choose an action from [170 Actions](#).
-

Sing

Choose one (or more) of the songs to listen to. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing

- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

1. 'Fake Plastic Trees', by Radiohead (1995)

The song was written by Thom York whilst suffering poor mental health. At the time of the song's release there was a sense of frustration among young people at the disillusionment that comes with living, loving and surviving in our hectic modern world. This frustration is still prevalent now as plastic has become a dominant part of culture both in its material quality and in what it symbolises. The song portrays a feeling of claustrophobia as there seems to be no escape from the plastic, manufactured, man-made world it describes. Listen to the song and write a paragraph that describes your response to it.

[Find the song here on YouTube.](#)

2. '#4KEEPS', by Joelle Barwick (2020)

The phrase 'for keeps' means 'forever'. In this song fashion student Joelle Barwick challenges her peer group to keep clothes longer before throwing them away, or to buy second-hand (pre-owned) items instead.

Listen to the song. ([This page describes her project](#) and includes the song lyrics at the bottom of the page if you'd like to read as you listen).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=150#oembed-2>

Glossary

The lyrics contain a lot of informal language, as a rap is an informal style. Although informal, all of the words glossed below are usable without causing offence:

- Line 4 – garms = garments. Prices are long = prices are high.
- Line 7 – to make do with something = to manage with the limited means available.
- Line 14 – dope = very good.
- Line 15 – stay woke = be aware of issues concerning social justice.
- Line 16 – go broke = either spend or lose all your money.
- Line 21 – receive a pat on the back = be praised by someone.
- Line 28 – 'tea' means t-shirt. [usually spelled 'tee']
- Line 30 – edgy = at the forefront of a trend.
- Line 31 – street = relating to the outlook, values, or lifestyle of young people who are perceived as

composing a fashionable urban subculture (street style, street culture, street credibility).

3. 'Don't Go Near the Water', by Johnny Cash (1974)

American country singer-songwriter Johnny Cash wrote this song about water pollution in 1974, during the growth of nationwide environmental awareness. His fame helped to further the effort to bring environmental issues to the attention of the public.

[Find the song here on YouTube.](#)

Something else?

Is there something you've spent time studying that hasn't been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Section 2.

SECTION 2: LIFE CHANCES

The theme of Section 2 is Life Chances, and you'll look at the topics of Opportunity (Units 5 & 6) and Children and Young People (Units 7 & 8).

In Units 5 & 6 you'll be finding out about SDG5 Gender Equality, and SDG10 Reduced Inequality.

In Units 7 & 8 you'll be finding out about SDG1 No Poverty, and SDG4 Quality Education.

<i>Develop Your English with the United Nations Sustainable Development Goals</i>				
Section 2	Units 5 & 6 Opportunity		Units 7 & 8 Children & Young People	
Life Chances	5 SDG 5 Gender Equality	6 SDG 10 Reduced Inequality	7 SDG 1 No Poverty	8 SDG 4 Quality Education
	Reading: Breaking the glass ceiling is a win for all women	Reading: What I learned when I recreated the famous 'doll test'	Reading: Growing up in poverty weakens later health	Listening: Higher education in refugee camps (5.5mins)
	Listening: How to increase the role women play in developing the African continent (4mins)	Listening: Women in India's parliament (8mins)	Listening: Lockdown and young people living on the streets of Harare (4mins)	Reading: Young refugees share what it's like trying to finish school, find work and get married
	Data Visualisation: Gender equality – where are we today?	Data Visualisation: The world's wealth inequality	Data Visualisation: The global multidimensional poverty index	Data Visualisation: The global education crisis
	Grammar: Narrative tenses	Grammar: Double comparatives	Grammar: Verb + dependent preposition	Grammar: Second conditional/Present perfect
	Vocabulary: Compound nouns/Word families	Vocabulary: Easily confused words/Social groupings	Vocabulary: Adversity	Vocabulary: Adjectives of nationality/Suffixes

Access a transcript of the image here: [Section 2 overview](#)

Click the + sign next to the 'Section 2: Life Chances' heading in the contents menu on the left-hand side to access these four Units.

UNIT 5 OPPORTUNITY: SDG5

Gender Equality



Goal no. 5 of the 2030 Agenda for Sustainable Development aims to **achieve gender equality and empower all women and girls.**

Click on the arrows to reveal more information about SDG5. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-63>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the

context of SDG 5). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
	gender		gendered
To be equal/equalise	equality		equal
To represent	representation	representative	representational
To empower	empowerment		empowered
To discriminate	discrimination		discriminatory

Introduction

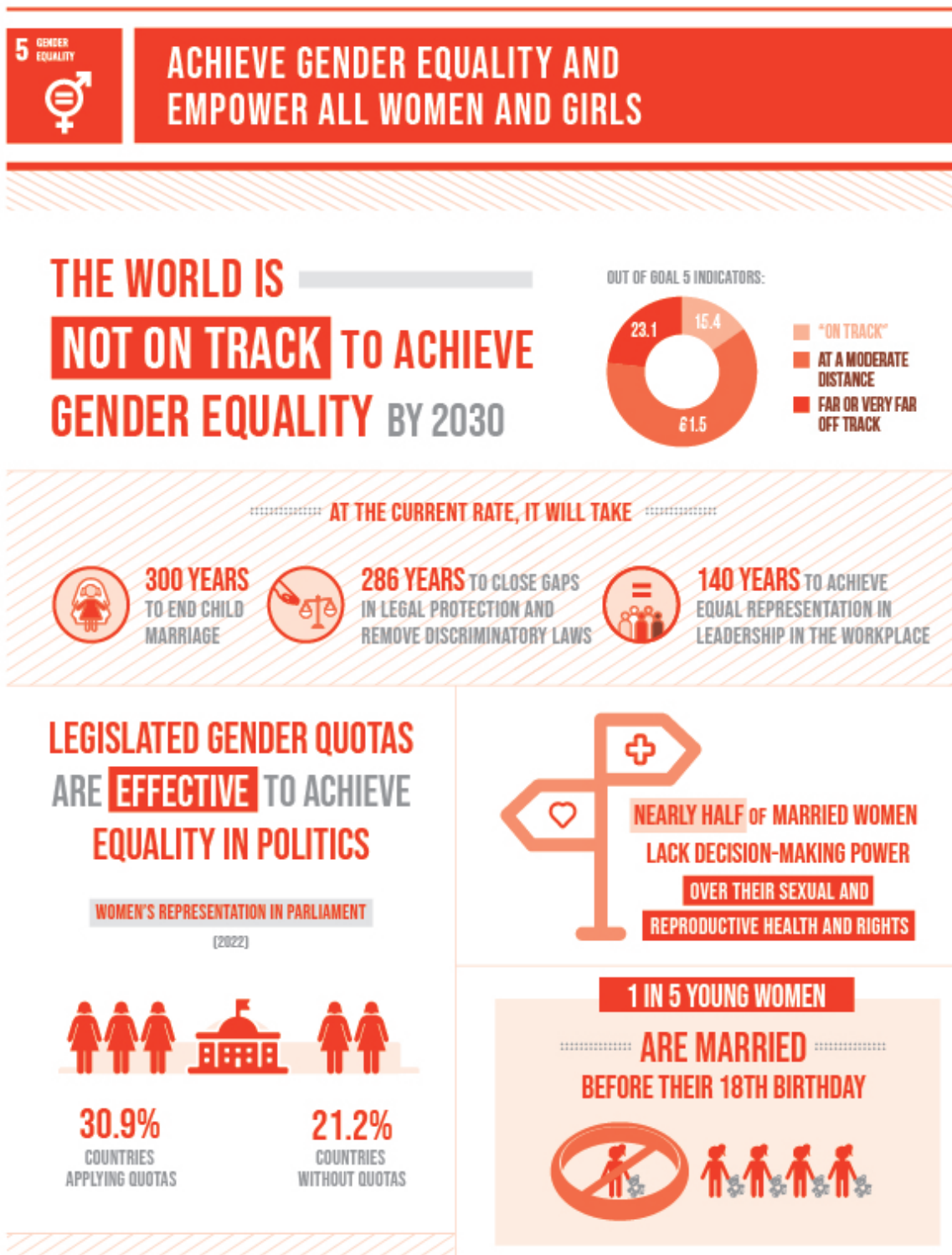
Section 2 of *Develop Your English* is about the life chances of adults and children at different ages and in different parts of the world and looks at various factors that can affect the opportunities open to them. In this Unit you’ll learn how a person’s gender affects their life chances.

In your local context...

1. Do women have the same opportunities as men? Are there many prominent women in government, business, or media positions?
2. Is women’s work recognised? The charity [Oxfam](#) estimates the unpaid work of millions of women across the world annually at \$10 trillion.
3. According to the [World Health Organisation](#) ‘The chances of being food-insecure are higher for women than men in every continent, with the largest gap in Latin America’. Is this negative interaction between SDG5 Gender Equality (the focus of this Unit) and SDG2 Zero Hunger evident in your context?

Data visualisation – Achieve gender equality and empower all women and girls

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030. Read the infographic and complete the summary below. (Click here to [see the infographic full screen](#)).



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2023: SPECIAL EDITION- [UNSTATS.UN.ORG/SDGS/REPORT/2023/](https://unstats.un.org/sdgs/report/2023/)

[Achieve gender equality and empower all women and girls](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-237>

Download the transcript here: [Unit 5 Infographic](#)

Reading – Okonjo-Iweala in the WTO top job: breaking the glass ceiling is a win for all women

Before you read – Predict

In the article below, Monica Orisadare, Assistant Professor of Economics at Obafemi Awolowo University Nigeria, talks about the appointment of Dr Ngozi Okonjo-Iweala to the post of Director General of the World Trade Organisation (WTO) in 2021 – the first woman and the first African to be appointed to this role. Read the 5 questions below (which form the headings in the text) that the interviewer asks Professor Orisadare, and predict what you think her responses will be. Write your predictions in the text boxes below.

Skim read

When you have written your predictions skim read the text (max 3 mins) to see if they are accurate. Make any changes that you need to. When you have finished click the ‘check’ button and then ‘show solution’ to see suggested answers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-214>

Vocabulary – Verb+noun partners

There are 3 word partnerships in the text associated with leadership. Do the matching task, and if the

collocations are new to you, guess their meaning in the context of gender equality. Use the [online dictionary](#) to check if you need to.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-70>

Read for detail

Read the article again in more detail. When you have finished decide which ONE of the targets for SDG 5 Dr Ngozi Okonjo-Iweala's appointment best illustrates.

- Target 5.1 – End all forms of discrimination against all women and girls everywhere.
- Target 5.2 – Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Target 5.3 – Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- Target 5.4 – Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Target 5.5 – Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- Target 5.6 – Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

Okonjo-Iweala in the WTO top job: breaking the glass ceiling is a win for all women



Dr. Monica Orisadare, Associate Professor of Economics, Obafemi Awolowo University, Nigeria.

Dr Ngozi Okonjo-Iweala has become the first woman and the first African to be chosen as director general of the World Trade Organisation. The Conversation Africa's Wale Fatade asks Dr Monica Orisadare, an Assistant Professor of Economics and Director of the Centre for Gender and Social Policy Studies at Obafemi Awolowo University, Nigeria about Okonjo-Iweala's achievement and what it means.

What does her career rise represent for Nigerian women?

Actually this is a great achievement. Not only from the Nigerian woman's perspective but the African woman's perspective as well as women all over the world. Breaking this glass ceiling is an achievement for all women. It means there is still hope, despite what we have on the ground. Data shows that the number of women in positions of power, the number of women as captains of industry, compared to that of men is appallingly low. By 2030 the world is expected to have at least achieved some gender equality as set out in the targets of the Sustainable Development Goals. Most times women feel it's a difficult feat to achieve. There are lots of women struggling to be heard. And despite their efforts they may feel, well, maybe it can't be, given the patriarchal nature of the world we live in. But what this appointment shows is that governments, organisations and society still believe in women and that they can still be there at the top to manage affairs.

This achievement is not just a day's work. It's a kind of investment that she has nurtured for a long time.

Will it have any impact on women in Nigeria?

I believe it will. It's a kind of impetus, a kind of encouragement for women here in Nigeria. I know a lot of people, a lot of women who are there putting in the effort in every aspect of life here, either in academia, as captains of industry or in politics, but presently the number the country has is very poor and not encouraging. Nigeria ranks among the least countries

in terms of women in parliament. At present, Nigeria has just 3.63% female representation in parliament. This is a far cry from what is needed – the 35% through affirmative action. When you begin to talk about projects, programmes, that will affect women, we are not there yet.

Her appointment means we should not relent in our fight against gender inequality. We should still put in more effort in order to win the fight and be able to get what we want.

How do you feel about the appointment – as a female academic, a gender scholar, and development economist?

What does it say to me? I see focus and many years of hard work.

For me as a development economist and as an academic, I see her as a kind of role model – which she is. In fact she is a mentor to all women struggling to become achievers. She's strong in her focus. She never gave up, despite the opposition.

I think there are some qualities that she possesses that I learnt from and also respect. Coming from that background, I know that she must have struggled. She must have worked in situations in which there were always more men than women. I can tell you categorically that that's what it is like in many work places around the world and in my department here in the university. We have about 40 academic staff out of which only four are female.

It's like that in most of the departments. So if we are getting few women coming on board, it means putting in more effort and not resting on our oars. By pushing a little bit harder we will get to the point where we will stand out – as she has done now.

She stood out among so many others, even among the men. She is a force to be reckoned with and she is somebody worthy of emulation.

For me she stands out as a person, she is a source of strength, somebody I look up to and I want to learn from.

How do you explain her rise? What could have been responsible?

The first is her background. Family background, educational background and her experiences. She had good education, which gives her an edge. And then her experiences at the World Bank and also as a finance minister in Nigeria and later a foreign minister, sitting on boards of so many big organisations. The opportunities she had to experience both worlds of the developed and developing countries which I believe formed her outlook.

I think those are factors – the rich country and the poor country outlook. This could have been a major factor in getting her to where she is now.

Are there tangible benefits Nigeria will derive from her appointment?

Yes, I believe there are.

I will start from the many policies and reforms she helped put in place as a finance minister in Nigeria. She fought corruption. For example spearheading the negotiations with the Paris Club which led to the wiping out of US\$30 billion of Nigeria's debt, and the outright cancellation of US\$18 billion. She helped build an electronic financial management platform, the Government Integrated Financial Management and Information System, with the support of the World Bank and the IMF to the Federal Government of Nigeria. She also started the Treasury Single Account and the Integrated Payroll and Personnel Information System, which meant that many 'ghost workers' were phased out. Ghost workers are people whose names are on the payroll but are not known to work in the particular organisation. Yet they are paid salaries regularly. By 2019 nearly N200 billion had been saved.

She also initiated a process under which every state had to publish their accounts.

She's mentioned that she'll be focused on achieving inclusive growth in raising the standard of living for all. And I believe her perspective, the way she sees things, could be different given her dual citizenship. She's not only going to serve the interests of the developed world, but also those of low-income countries.

I see her facilitating the kind of positive policies that she has been known for in other positions she held. I also want to have this broad view, that it is not for Nigeria alone, but for low income countries, which covers the whole of Africa, parts of Asia and other low income regions like Latin America. I see her supporting policies that will drive up their economy and also benefits all – both the low income and high-income countries.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in The Conversation, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-72>

Vocabulary – Compound nouns to describe

powerful people

1. In Unit 2 you learned some compound adjectives, and in Unit 3 you looked at a wider range of compound words. Below are three compound nouns, taken from the text ('Okonjo-Iweala in the WTO top job: breaking the glass ceiling is a win for all women'), which describe powerful people.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-71>

2. Identify a person you know – either personally or someone in public life – who is an example of each of the above.

Vocabulary – Word families

A good way of building your vocabulary range is by learning other members of the word family of any new word you learn. You can also do this for words you already know. When you make a note of a new word in your vocabulary book, look up the members of the word family at the same time, and instead of learning one new word you can learn three or four and they will be stored together in your memory.

Read the words in the table that all appear in the text ('Okonjo-Iweala in the WTO top job: breaking the glass ceiling is a win for all women'). Do you know their meaning? Use [the online dictionary](#) if you need to check. Do you know the whole word family? Test your knowledge and then click the buttons to see if you are right.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-219>

Pronunciation – Word stress in word families

In word families it's common for the word stress to shift between different elements. Read the examples in the table, then play the audio to hear them pronounced. As you listen, highlight the syllable that carries the main word stress. The first one has been done as an example.

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-114>

	Verb	Noun	Noun person	Adjective
1	To politicise	politics	politician	political
2	—	parliament	parliamentarian	parliamentary
3	To manage	management	manager	managerial
4	To economise	economy	economist	economic/economical

Practice

Work in pairs, A and B. Person A reads out one of the word families. Person B looks at the table with the main stresses marked (see answers below) and listens to person A and when they have finished tells them if they have put the word stress in the correct place. Then switch roles so person B reads out the word family and person A listens and gives feedback.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-115>

Listening – How to increase the role women play in developing the African continent (4 mins)

THE CONVERSATION

Credit: [The Conversation](#), Pasha 47. Ozayr Patel, Digital Editor. Licence: [CC BY NC ND](#)



Roula Inglesi-Lotz,
Professor of
Economics,
University of
Pretoria, South
Africa

Before you listen

1. You will hear Roula Inglesi-Lotz talking about the role women can play in science, technology and development on the African continent. She begins by talking about the concept of ‘missing’ women in academia. She says you can calculate how many women are ‘missing’ from academia out of the total number of women in the country if you look at:

- How many women were born.
- How many women were educated.
- How many women enter the labour force.

When you do that, it’s clear that the opportunity to engage all of these women in the working environment is not being taken. In your local context are there many women who have completed a university education? If not, what do you think stops them doing so?

2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: women (18); role (5); continent (5); technology (4); science (4). With the title in mind (‘How to increase the role women play in developing the African continent’) create a sentence that uses as many of these words as possible that predicts the main point of the listening.



online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-109>

When you have finished, click the ‘copy’ button to save your notes to your own device. **Note** that the ‘check’ button does not supply any useful feedback on your writing. Instead, click below to see some suggestions.



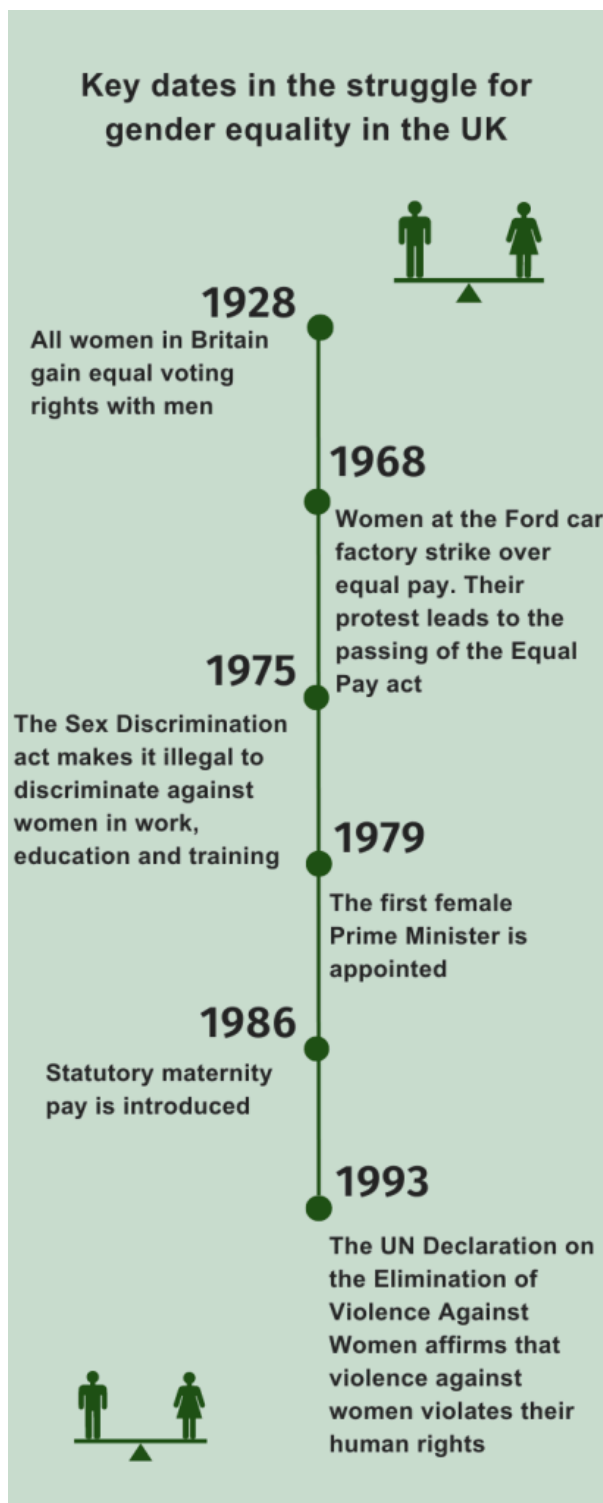
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-74>

Download the transcript here: [Listening transcript Unit 5](#)

Grammar – Narrative tenses

Read the timeline that shows a few of the key events in the struggle to gain gender equality in the UK.



Key dates in the struggle for gender equality in the UK

Download the transcript here: [Unit 5 Infographic transcript](#)

Narrative tenses talk about the past and describe past events, so they are ideal to describe the timeline.

Focus on narrative tenses

The four narrative tenses are the past simple, past continuous, past perfect and past perfect continuous.

1. Use the past simple for actions that started and finished in the past.

When my grandmother **was** a young woman, she **couldn't** vote. In 1928 all women **gained** equal voting rights.

2. Use the past continuous for background information and to describe a situation that continued for some time.

Throughout much of the 20th century women **were working** in similar jobs to men but **were earning** less money.

3. Use the past simple and past continuous together when one action interrupts another.

The women **were suffering** from a sense of injustice when they **went** on strike in 1968.

4. Use the past perfect and the past simple together to describe an action that happened before another past action.

The women **had decided** to fight for equal pay when they **began** their protest in 1968.

5. Use the past perfect continuous to describe something that has been happening over a long period of time.

In 1928 women **had been campaigning** for many years to gain voting rights for all women.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=130#h5p-220>

Writing

In this Unit you've learned about how a person's gender affects their life chances. Arulrahini lives in Sri Lanka. Her story shows that women are able to achieve excellent results when given the chance, and that working in a women-only cooperative helps them deal with gender-related issues.

Read Arulrahini's story and write a response to it that incorporates what you know about opportunities and life chances as they relate to SDG5 Gender Equality. Write about:

- The agriculture Development Cooperative that she formed.
- Her experience of being a female farmer.
- How women benefit from working together.
- Any other topic relevant to life chances and SDG5.

Sowing Seeds of Change

"Whenever my brothers visit, they look at my hands and remark that it's time I rest my hardened hands. I laugh it off. Farming is my passion, it is the lifeline that kept us afloat. Until my last breath, I want to be a farmer."

Arulrahini started farming at 12 to support her parents who were severely ill. Despite the social pressure telling her otherwise because of her gender, she continued to work in the farm even after marriage at age 26.

In 2017, Arulrahini joined other women, including Nagulan Vijayaluxmi, and formed the Malarum Bhoomi Women's Agriculture Development Cooperative. With support from both family and the Cooperative, her income has grown significantly.

That same year, she also received an interest free loan to help her grow her farm. "I bought about 500 kilos of onion seeds from the loan, sold the harvest and used the money to expand my farm gradually. Malarum Bhoomi provided me with a second loan to cover the expense to dig another well, so I could engage in farming all-year round without relying only on the rains," she says.

"We started with 35 members and now are 114 strong. At the onset, there was a lot of pushback from men who did not see the need for an all-women Coop but we were adamant. As a women's coop we can discuss issues faced by women farmers, work towards solutions, support each other, and have a platform to voice our concerns," says Nagulan Vijayaluxmi.

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking – Discussion

In this unit you've learned about the ways **gender equality** (SDG5) and economic outcomes (SDG8) interact and have discovered more about gender equality in leadership. A positive development is the appointment of Dr Ngozi Okonjo-Iweala to the post of Director General of the World Trade Organisation – an appointment which helps meet SDG5 target 5.5 – 'Ensure women's full and effective participation and **equal opportunities** for leadership at all levels of decision-making in political, economic and public life'.

SDG5 summary

Enhancing **property rights** and access to land and natural resources to women can contribute to reduce gender inequalities, improve their **livelihood options** and **poverty status**.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. We are making very little progress towards reaching goal SDG5 Gender Equality by 2030. More women and girls are being pushed into poverty, some successes are even being reversed and there is a lack of political will or political momentum to address this and a lack of investment. Why aren't we making more progress towards achieving the aims of SDG5?
2. To what extent do you agree with the conclusion of the listening that 'We need to start considering that women should not just participate in the workforce, but also be able to be the leaders, and make changes for future generations'?
3. What is your opinion on the use of quotas to achieve equality?

4. Can you give a definition for the words/phrases in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Tell me about any prominent women in government, business, or media positions in [insert name of country]. Let's have a dialogue about these women, and what they have achieved, and why there are so few of them.'
2. 'Tell me about a few of the key events in the struggle to gain gender equality in [insert name of country]. Let's have a dialogue about how difficult it is to gain gender equality there.'
3. 'Let's have a dialogue about why we are not making more progress towards achieving the aims of SDG5 Gender Equality.'

Looking Ahead to Unit 6

In Unit 6 you'll be looking at other types of inequality including income inequality, racial inequality and social inequality. Do you have experience of any of these?

Use the menu bar on the left-hand side of the screen to access Unit 6

UNIT 6 OPPORTUNITY: SDG10

Reduced Inequalities



Goal no. 10 of the 2030 Agenda for Sustainable Development aims to **reduce inequality within and among countries**.

Click on the arrows to reveal more information about SDG10. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-64>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

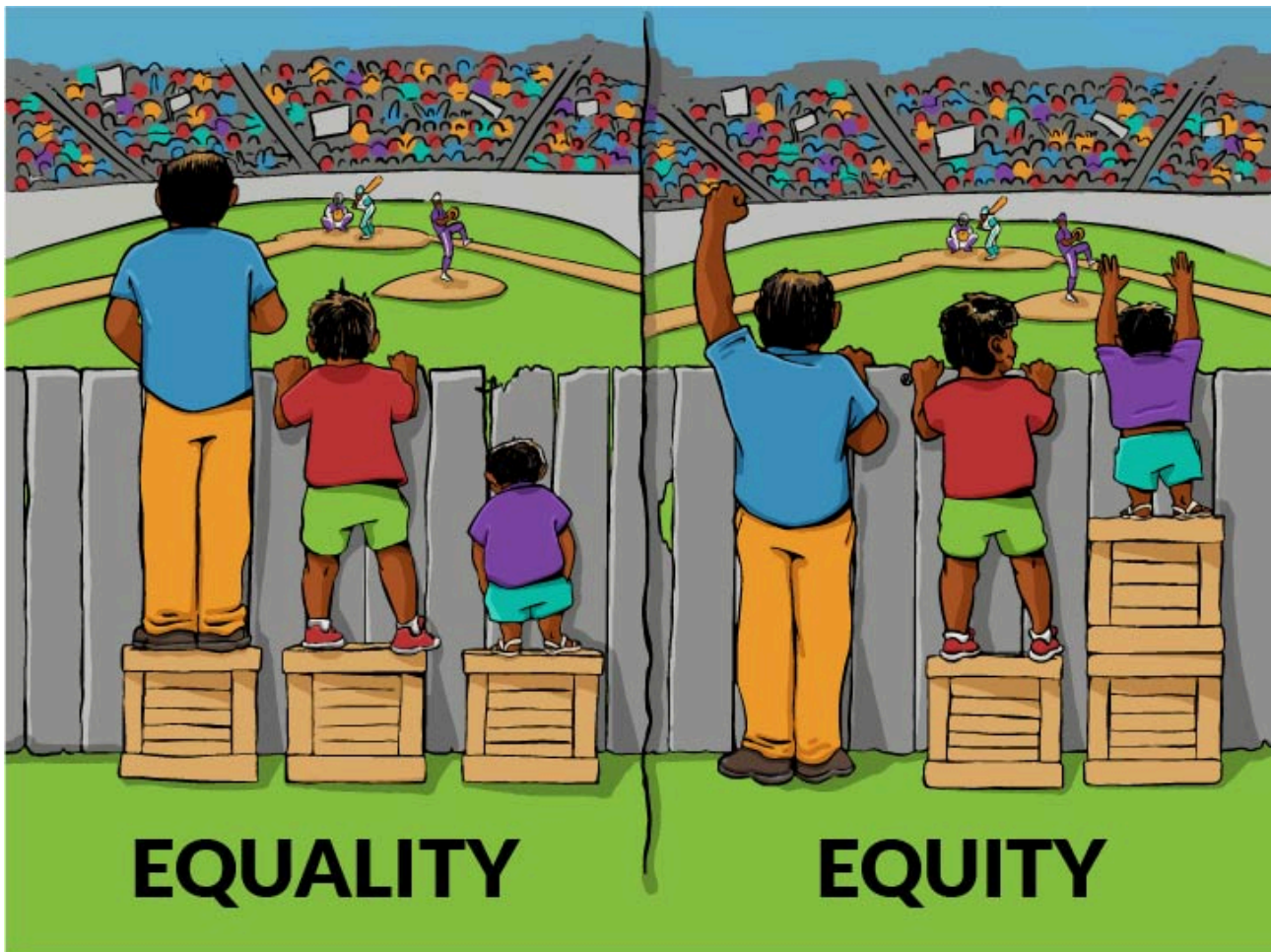
Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG 10). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To be equal to	equality/equity/equal	equal
To give (someone) an opportunity	opportunity/opportunism	opportunistic
To receive an income	income	incomeless

Easily confused words – Equality and equity

- **Equality** refers to the state of being equal, especially in having the same rights, status, and opportunities.
- **Equity** refers to a fair and reasonable way of behaving towards people, so that everyone is treated in the same way.



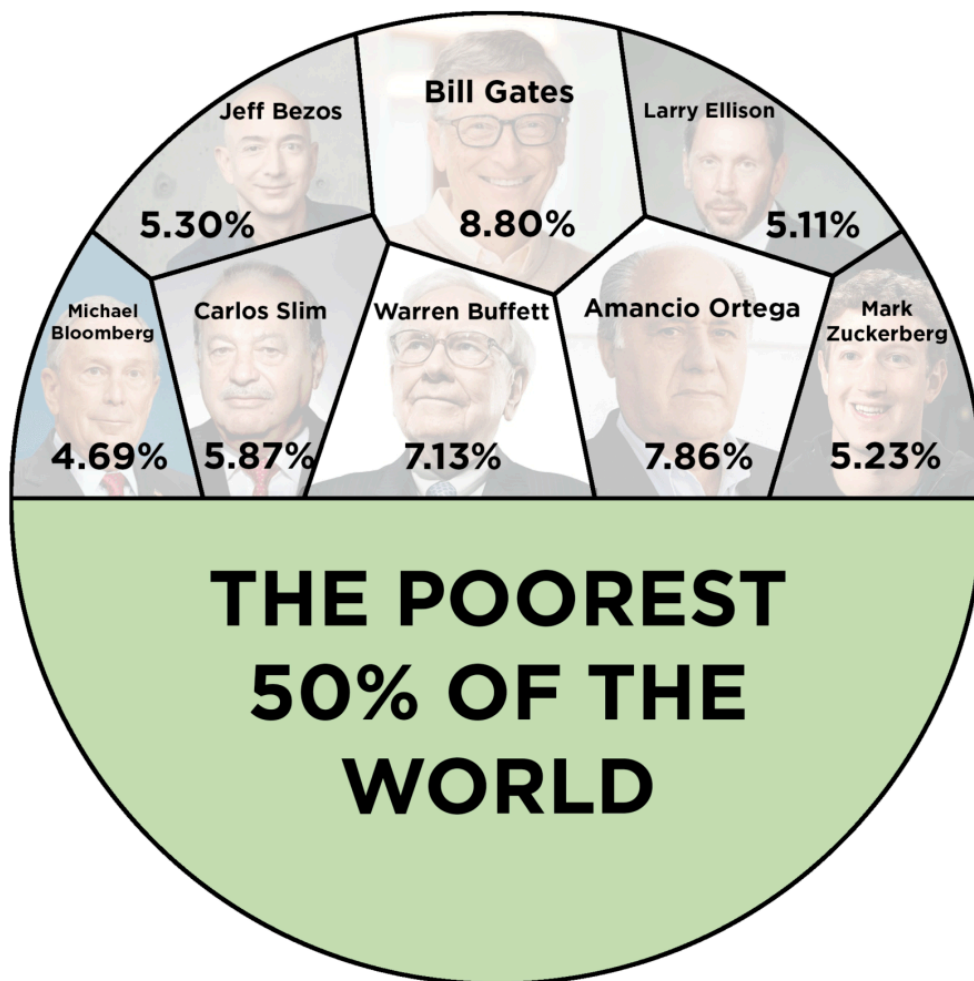
Equality/Equity

Data visualisation – The world's wealth inequality

In Unit 5 you considered gender inequality and the ways gender can restrict the life opportunities for some. Inequalities can also be related to income, age, disability, race, ethnicity, origin, sexual orientation, religion or economic status.

1. Have you witnessed any of the above inequalities in action?
2. Income inequality is on the rise. Both halves of this graphic (2017) represent an equal amount of global wealth. The top half consists of the world's eight richest billionaires. The bottom half represents the poorest half of humanity – 3.6 billion people.
 - Do you recognise any of these men or know how they accumulated so much wealth?
 - What is your view of individuals owning so much of the world's wealth?
 - What effect does this huge wealth inequality have on life opportunities for the poorest 50%?
 - Since 2017 other billionaires have joined this list. Can you name any of them?

THE WORLD'S WEALTH INEQUALITY



Sources:
<https://www.oxfam.org/>
<https://howmuch.net/articles/the-worlds-wealth-inequality>

howmuch.net

[The world's wealth inequality](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-82>

Download the transcript here: [Unit 6 Infographic transcript](#)

In your local context...

According to a report by the [World Bank](#) in 2019 'For every \$1 of aid that developing countries receive, they lose \$24 in net outflows. Most of the outflows represent the illicit flow of capital from the global South to the North as a result of the use of tax havens or the reporting of false prices on trade invoices.'

Do you recognise this as a problem in your context? If yes, what are the effects? If no, what's your view of wealthy individuals using tax havens and illicit means to divert aid from the people who need it?

Reading – What I learned when I recreated the famous 'doll test' that looked at how Black kids see race

Before you read

You've considered gender inequality and income inequality. An experiment in the 1940's looked at race inequality. The social psychologists Kenneth and Mamie Clark devised a test to study children's attitudes toward race and their self-image and to see whether African American children were psychologically and emotionally damaged by attending segregated (all-black) schools. During the experiment Clark showed children between the ages of six and nine two dolls that were exactly the same, except that one was black and one was white. They asked the children a series of questions about the dolls:

Which doll is the black doll? Which one is the white doll? Which doll is the pretty doll? Which doll is the nice doll? Which doll is the bad doll? Which doll is the ugly doll? Which doll looks most like you?

1. Can you predict how the children answered the questions? Watch the video (1 min) or read the transcript below and see if your predictions were accurate.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=132#oembed-1>

Transcript

- Which doll is the black doll? (Girl points at the black doll).
- And which one is the white doll? (Girl points at the white doll).
- Which doll is the pretty doll? (Girl points at the white doll).
- Which the doll is the nice doll? (Girl points at the white doll).
- Which doll is the bad doll? (Girl points at the black doll).
- Which doll is the nice doll? (Boy points at the white doll).
- Which doll is the bad doll? (Boy points at the black doll).
- Why is that doll pretty? (Because she's white).
- Which doll is the ugly doll? (Boy points at the black doll).
- Why is that doll ugly? (Because he's black).
- Which doll looks most like you? (Boy points at the black doll).

2. Which doll do the children ascribe good characteristics to?
3. Which doll do the children ascribe bad characteristics to?
4. What conclusions could you draw from this experiment?

Skim read

In the Clark experiment children in segregated primary schools in the 1950s viewed their racial identity in a negative light. This text is by an academic who recreated the 'doll test' in 2017 with her daughter who was in an integrated school. Do you expect the results of her experiment to be similar or dissimilar?

Skim read the introduction (max 2 mins) and see if you were right.

Read for main ideas



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-81>

- Which word(s) in each sentence helped you identify the paragraph the sentence belonged to?
- Was it a word/phrase/structure that helped you decide, or was it the idea contained in the sentence?

THE CONVERSATION [CC BY ND](#)

What I learned when I recreated the famous 'doll test' that looked at how Black kids see race



Dr. Toni Sturdivant, Assistant Professor of Curriculum and Instruction, Texas A&M University-Commerce USA.

Introduction

Back in the 1940s, Kenneth and Mamie Clark – a husband-and-wife team of psychology researchers – used dolls to investigate how young Black children viewed their racial identities.

They found that given a choice between Black dolls and white dolls, most Black children preferred to play with white dolls. They ascribed positive characteristics to the white dolls but negative characteristics to the Black ones. Then, upon being asked to describe the doll that looked most like them, some of the children became “emotionally upset at having to identify with the doll that they had rejected.”

The Clarks concluded that Black children – as a result of living in a racist society – had come to see themselves in a negative light.

I first heard about the Clarks’ doll experiment with preschool children during a Black studies class in college in the early 2000s. But it wasn’t until one of my daughters came home from preschool one day in 2017 talking about how she didn’t like being Black that I decided to create the doll test anew.

Struggling with identity

When my daughter attended a diverse preschool, there weren’t any issues. But when she switched over to a virtually all-white preschool, my daughter started saying she didn’t like her dark skin. I tried to assuage her negative feelings about the skin she was in. I told her, “I like it.” She just quipped, “You can have it.” But it wasn’t just her skin color she had a problem with. She told me she also wanted blue eyes “like the other kids” at her school.

Perturbed, I spoke with others about the episode. I began to suspect that if my daughter had identity issues despite being raised by a culturally aware Black mom like me – an educator at that – then countless other Black children throughout America were probably experiencing some sort of internalized self-hatred as well.

In search of the cause

The Clarks' research was used in the 1954 landmark *Brown v. Board of Education* case to advance the cause of integrated schools. Their findings about Black children's negative view of themselves were attributed to the effects of segregation. But I knew from experience that the preference for whiteness that the Clarks found was not limited to just Black kids in segregated schools in the 20th century. It was affecting Black kids in integrated schools in the 21st century as well.

Maybe, I thought, the racial bias wasn't related to schools as much as it was to the broader society in which we live. Maybe it was much more nuanced than whether Black kids attended an all-Black school or went to school alongside other kids.

But to verify that Black kids were still viewing their Blackness in a negative light the way the Clarks found that they were back in the 1940s, I would have to do so as a researcher. So I set out to get my doctorate in early childhood education and began to look deeper into how children develop racial identities.

A new approach

In their doll test studies, the Clarks prompted young children to respond to questions of character. They would ask questions like, which doll – the Black one or the white one – was the nice doll? This required the children to select a doll to answer the question. This experiment – and prior research by the Clarks – showed that young children notice race and that they have racial preferences.

While these studies let us know that – contrary to what some people may think – children do, in fact, see color, the tests were far from perfect. Although I respect the Clarks for what they contributed to society's understanding of how Black children see race, I believe their doll tests were really kind of unnatural – and, I would even argue, quite stressful. What if, for instance, the children were not forced to choose between one doll or the other, but could choose dolls on their own without any adults prodding them? And what if there were more races and ethnicities available from which to choose?

With these questions in mind, I placed four racially diverse dolls (white, Latina, Black with lighter skin, and Black with medium skin) in a diverse preschool classroom and observed Black preschool girls as they played for one semester. My work was published in *Early Childhood Education*, a peer-reviewed journal.

I felt choosing to watch the children play – rather than sitting them down to be interviewed – would allow me to examine their preferences more deeply. I wanted to get at how they actually behaved with the dolls – not just what they said about the dolls.

Observing play in action

Without asking specific questions as the Clarks did, I still found a great deal of bias in how the girls treated the dolls. The girls rarely chose the Black dolls during play. On the rare occasions that the girls chose the Black dolls, they mistreated them. One time a Black girl put the doll in a pot and pretended to cook the doll. That's not something the girls did with the dolls that weren't Black.

When it came time to do either of the Black dolls' hair, the girls would pretend to be hairstylists and say, "I can't do that doll's hair. It's too big," or, "It's too curly." But they did the hair for the dolls of other ethnicities. While they preferred to style the Latina doll's straight hair, they were also happy to style the slightly crimped hair of the white doll as well.

The children were more likely to step over or even step on the Black dolls to get to other toys. But that didn't happen with the other dolls.

What it means

Back in the 1950s, the NAACP, the nation's oldest civil rights organization, used the Clarks' doll test research as evidence for the need to desegregate schools. Yet in my own doll test study, more than half a century later in an integrated setting, I found the same anti-Black bias was still there.

Children are constantly developing their ideas about race, and schools serve as just one context for racial learning. I believe adults who care about the way Black children see themselves should create more empowering learning environments for Black children.

Whether it be in the aisles of the beauty section of a grocery store, the main characters selected for a children's movie or the conversations parents have at the dinner table, Black children need spaces that tell them they are perfect just the way they are.

NB *This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.*

What do you think?

- What do you think about the fact that black primary-school-aged children had developed a preference for whiteness?
- The results of the 'doll test' were instrumental in the decision to de-segregate schools in America. What do you think of the idea of segregated schools? What beliefs do you think underpin the creation of such schools? Which people do you think are in favour of segregation?

Grammar – Double comparatives 'as ... as' and 'the ... the'

Read the four sentences from the text and notice the structures **in bold** that demonstrate equal or unequal comparisons:

1. The children did not find the black dolls **as attractive as** the white dolls.
2. The level of bias the children showed the black dolls was **almost as high as** in the original doll test.
3. The children's response to the black dolls was **nowhere near as positive as** their response to the white doll.
4. **The more** black children see themselves reflected positively in the media, **the more** likely they are to develop a positive self-image.

Double comparatives 'as ... as' and 'the... the'

1. We use 'as ... as' with an adjective to make an **equal or unequal comparison**:
 - e.g. The children did not find the black doll **as attractive as** the white doll.
2. We use 'as ... as' to compare **equal quantities**:
 - e.g. The level of bias the children showed the black dolls was almost **as high as** in the original doll test.

3. We can **modify** 'as ... as' **with adverbs** such as 'nowhere near'. If the difference between the two items is only slight, we can use 'almost', 'nearly' or 'not quite':
 - e.g. The children's response to the black dolls was **nowhere near as positive as** their response to the white doll.
4. We use 'the... the' to show **proportionate increase or decrease**: the + comparative expression + subject + verb:
 - e.g. **The more** Black children see themselves reflected positively in the media, **the more** likely they are to develop a positive self-image.

Practice

Complete the double comparative structures with appropriate information:

1. The world's eight richest billionaires own as much... as...
2. The more the world's wealth is concentrated into the hands of a few men the more...
3. The more we examine our own biases the more...
4. SDG10 aims to reduce inequalities so that people everywhere have as many... as...
5. People in developing countries have nowhere near as many... as...



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-83>

Listening – India Tomorrow part 4: women and gender (8 mins)

THE CONVERSATION

Credit: [India Tomorrow 4](#). Annabel Bligh, host of The Anthill podcast. Licence: [CC BY ND](#)



Carol Spary, Assistant Professor of Politics and International Relations, University of Nottingham, UK; Indrajit Roy, Lecturer in Global Development Politics, University of York, UK; Sneha Krishnan, Associate Professor in Human Geography, University of Oxford, UK

Before you listen – Vocabulary associated with social groupings

In this podcast Annabel Bligh interviews academics Carole Spary, Indrajit Roy and Sneha Krishnan about women members of India's parliament, the Lok Sabha.

1. In Unit 5 you learned about the way gender can affect a person's life chances. In this listening you'll hear about the way both gender and caste affect opportunities available to women in the Lok Sabha (the Indian parliament). Match these key terms to their correct definition.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-84>

2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: women (33), politics (14), know (10), Dalit (10), politicians (7). With the title in mind ('Women and gender') create a sentence that uses as many of these words as possible that predicts the main point of the listening.



Word cloud created from the audio transcript.

Listen for detail

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-85>

(Or access [The Conversation podcast](#) and listen from 18.33mins to 26.34 mins).

Before you listen, read the summary below. When you have finished reading, listen to the podcast. Because this is a summary of the podcast, and not the whole transcript, you need to listen and select a relevant word or statistic from the flow of information while at the same time reading ahead, as some of the detail will, of course, be absent from the summary.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=132#h5p-86>

Download the transcript here: [Unit 6 Listening transcript](#)

Writing

In this Unit you've learned about different types of inequality and how they impact people's life chances. Fatime's story of her struggle to survive highlights the inequalities faced by many refugees.

Read Fatime's story and write a response to it that incorporates what you know about opportunities and life chances as they relate to SDG10 Reduced Inequality. Write about:

- Fatime's life as a refugee.
- The inequalities that refugees face and the impact on the opportunities available to them.
- The difference between surviving and thriving.
- Any other topic relevant to life chances and SDG10.

A Tent Is not a Place to Call Home

For Fatime, life is an inescapable nightmare. Since fleeing from Syria to Jordan in 2012, her family of eight has been living in one of the many small tents forming a temporary settlement. With the influx of population, her husband has had a hard time finding a job and they depend on 23 JOD per person, per month of assistance from the WFP, surviving on the bare minimum.

More than 80 per cent of refugee families are living in communities that are either food insecure or at risk of becoming so. In light of the ongoing impact of the pandemic on the socio-economic situation of refugees, most families rely heavily on WFP assistance and turn to negative coping strategies such as restricting adult consumption to feed children more, early marriage, or taking illegal jobs to survive. "Life in a tent is not a life," says Karema, one of Fatime's neighbours. It is a quote shared by so many people living in these shelters surrounded by snow and cold. Karema talked about how her brother's child, Abdulla, had

sneaked out to play in the snow but returned a few minutes later, soaking wet and cold, barely feeling the heat from the fire. He leaned against the fire pit stove, which was used to heat their tent with branches collected from nearby trees, leaving pieces of his burnt skin on the stove.

“What we’re going through isn’t right, neither for us nor for the children. The international community must come together to help us and recognize our existence. Life has brought us here, and there is nowhere else for us to go. We need all the help and support we can get to help us survive.” Karema stated.

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

1. Think about the various inequalities you’ve learned about and discuss the questions:
 - Income inequality is on the rise. Do you think that some people deserve to be wealthy, either through inherited wealth or hard work, or do you think wealth should be more evenly distributed in society?
 - You’ve heard about the way gender can restrict the life opportunities for some. What is your view of this? Do women deserve equality of opportunity?
 - Should race influence people’s life chances?
 - To what extent should society seek to improve the life chances of people with disabilities?
2. Read the summary, which looks at climate change and inequalities, and discuss the questions that follow:

SDG10 summary

By disproportionately affecting the poorest and most vulnerable groups, climate change and 'natural' disasters contribute to **exacerbate** existing **inequalities** within and across countries.

On the other hand, environment can contribute to the reduction of **inequity**, including through sound management of natural resources and critical ecosystems, as well as supporting institutional arrangements regarding the use and access to natural resources. Lack of access to natural resources on the other hand is a major contributor to inequality.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. How might climate change reinforce existing injustices (who has contributed most to greenhouse gas emissions, and who is most vulnerable to climate change that they have caused)?
2. Can climate change create opportunities to address these injustices (think about some of the innovations you've learned about in Units 1-6)?
3. 'It's not the mountain we conquer, it's ourselves'. This quote is by Edmond Hillary. He and Sherpa mountaineer Tenzing Norgay became the first climbers confirmed to have reached the summit of Mount Everest, the world's highest mountain, in 1953. What do you think he means?
4. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a debate about whether some people deserve to be wealthy, either through inherited wealth or hard work, or if wealth should be more evenly distributed in society. Give me opportunities to agree or disagree.'
2. 'Let's have a debate about whether women deserve equality of opportunity. Give me opportunities to agree or disagree.'

3. 'Let's have a debate about whether race should influence people's life chances. Give me opportunities to agree or disagree.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 5 and 6.

Looking Ahead to Unit 7

In Units 7 & 8 you'll be focusing on the life chances of children in various parts of the world. Are there factors that negatively affect the life chances of children in your local context?

EXTENSION ACTIVITIES UNITS 5 & 6

Units 5 & 6 – Opportunity

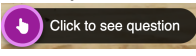
- **SDG 5 – Gender Equality**
- **SDG 10 – Reduced inequality**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. *Go Goals* is a ready-to-use board game developed by the United Nations that helps you understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 5 and goal 10 and answer the set of quiz questions that appear. Check your answers when you are done.
2. Follow '[Noa's Journey to Power](#)' to consolidate your understanding of why gender equality is a key priority of the United Nations' work. Do the interactive tasks to learn about education for girls.
3. Watch the interactive video (1 min). As you watch, follow the instructions on the screen and when the video pauses click this symbol  and complete the tasks that appear.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=153#h5p-69>

Develop your writing

In Unit 6 you learned about SDG10 Reduced Inequality and the way inequalities can restrict the life opportunities for some. You've learned about wealth inequality and inequalities related to gender and to race. Climate inequality is another way that people's lives are affected by their circumstances. Read the graphic story and see how flooding regularly affects the lives of people in Bangladesh.

Write a paragraph about ways to support these communities to help them plan for the floods and develop more resilient infrastructures.





Amrita's Story: Sounding the Siren: Preparing Humanitarian Aid for the Climate Emergency

2. Write an essay about women in science

British Council LearnEnglish – Learn how to write an essay that suggests reasons for and solutions to a problem.

Develop your speaking

Record a 60-second video of yourself explaining what you have learned about SDG5 or SDG10.

Record your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=153#h5p-233>

Develop your pronunciation – Word stress

In Unit 5 you practiced putting the word stress in the right place for the various members of a word family. You can do further practice here with these [online tasks from Cambridge Assessment](#) at C1/C2 level, or [these tasks](#) at B1/B2 level. Add new word families to your vocabulary book.

Develop your vocabulary

Add the new vocabulary you learn to your vocabulary note-book.

Word families

In Unit 5 you looked at word families. To develop your knowledge further you can use the [Word Family Framework](#). Make a list of some new vocabulary you have learned this week. Do you know all of the members of the word family? Go to the site and choose language level C1. Check each of your words to see members of the word family (you can scroll down the alphabetical list or jump to the first letter of the word at the top of the page). Note all of the associated words in your vocabulary book.

Language in the news

Resources from BBC Learning English

Access the link and listen to one (or more) of the *Language in The News* stories to learn or consolidate some vocabulary (to see the transcript, when you are in YouTube click the 3 dots in the bottom right under the video and select 'show transcript').

- [California – law says women must be on boards](#)
- [Climate change report: rich must pay for poor](#)
- [Kamala Harris makes history](#)

Mind map

Create a mind map using bubbl.us

Use this free tool to create a mind map of some of the new vocabulary you have learned relating to types of inequality. Include compound nouns and word families, if appropriate. You don't need to create an account – just click the green 'start now' button (open the link in Chrome, Firefox or Safari – NOT Internet Explorer). When your mind map is complete, click the 'save as' icon in the top right-hand corner of the screen. Choose the 'save as jpg image' and once downloaded make a copy to your own computer.

Develop your reading

Read for interest

Access one (or more) of the links and read the text. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from *The Conversation*:

- [How gender inequality is hindering Japan's economic growth](#)
- [Online abuse could drive women out of political life: the time to act is now](#)
- [None of the 2021 science Nobel laureates are women – here's why men still dominate STEM award winning](#)
- [Women's participation is essential to achieve global climate targets](#)
- [Teachers less likely to take phones away from white, privileged children](#), by a University of Sussex lecturer
- [How young children can develop racial biases – and what that means](#)
- [What the racial equality movement can learn from the global fight for women's rights.](#)
- [What is systemic racism and institutional racism?](#)

Scan for specific information

[BBC Learning English – Millionaires and billionaires.](#) Read the short text from Cambridge Assessment about wealthy people and do the online tasks.

Develop your listening

Access one (or more) of the links and listen to the text. Listen once for general idea and then listen again for detail, focussing on the parts that interest you.

- [A Girl like Me is a 2005 video documentary by Kiri Davis](#) (7 mins) which examines such things as the importance of colour, hair and facial features for young African American women. It won the Diversity Award at the 6th Annual Media That Matters film festival in New York City). To see the transcript click 'watch on YouTube'. When you are in YouTube, click the 3 dots in the bottom right under the video and select 'show transcript'.
- TedEd – [Why we must confront hard historical truths, by Hasan Kwame Jeffries](#)
- BBC English, Lingohack – [Zimbabwe's female rangers](#). Listen to this story about all-female anti-poaching rangers in Zimbabwe, Africa, and learn language related to hardship. What success did the ranger's unit have following a tip-off? Check the transcript to see if you were correct. Need-to-know language:
 - gruelling – very difficult and requiring a lot of effort
 - a big ask – a task that is not easy to do
 - break – (as used here) to lose confidence, determination or happiness
 - state financial assistance – official help from the government in the form of money
 - blighted – damaged, ruined or spoiled
- TED Talk – Why we have too few women leaders, by Sheryl Sandberg



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=153#oembed-1>

To see the transcript click 'watch on YouTube'. When you are in YouTube, click the 3 dots in the bottom right under the video and select 'show transcript'.

Take action

1. Access the link to the 'Take Action Today' site for [Goal 5](#) and/or [Goal 10](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.
 2. Or choose an action from [The Good Life Goals](#).
 3. Or choose an action from [170 Actions](#).
-

Sing

1. 'Respect', by Aretha Franklin (1967)

This feminist and civil rights anthem made such a powerful impact that it can still be felt today. It was originally by Otis Redding, but Aretha Franklin reworked it and changed the lyrics to reflect a woman demanding respect from a man.

As [Cary O'Dell wrote in a 2002 essay](#) 'The song has become an anthem for women ..., for blacks, for the bullied, for anyone who has ever felt or feels marginalized'.

Listen to the song. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

[Find the song here on YouTube.](#)

2. 'One Love', by Bob Marley (1965)

'Let's get together and feel alright'. The song is a call for world peace and unity. It is a peaceful, but powerful human rights song in which Bob Marley voices his anger at oppression and injustice.

Go to the [lyricstraining website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to web' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

3. 'Alabama', by John Coltrane (1963)

In 1963 a bomb placed by the Ku Klux Klan exploded in a Baptist church in Birmingham, Alabama, killing four young girls. This is an instrumental (no lyrics) that Coltrane, one of the leading Jazz saxophonists in the 1950s and 60s, composed to express the way he felt after the racially motivated bombing. Listen and feel the emotion in Coltrane's playing, and write your own response to it.

[Find the music video here on YouTube.](#)

Something else?

Is there something you've spent time studying that hasn't been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Unit 7.

UNIT 7 CHILDREN AND YOUNG PEOPLE: SDG1

No Poverty



Goal no. 1 of the 2030 Agenda for Sustainable Development aims to **end poverty in all its forms everywhere.**

Click on the arrows to reveal more information about SDG1. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-65>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023). All rights reserved.

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG1). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To eradicate	eradication	eradicable
To be poor	poverty	poor
To nourish	nutrition	nourished*
To be vulnerable	vulnerability	vulnerable
To be deprived	deprivation	deprived
*undernourished, malnourished		

Introduction

In Units 5 and 6 you considered the ways that various inequalities affect life opportunities for adults. In this Unit you’ll consider the life chances of children and young people. Children constitute half of the world’s poor. One in four children under the age of five, world-wide, has not grown to an adequate height for their age group. This demonstrates the levels of poverty and malnutrition that many young people live with. The global Multidimensional Poverty Index (MPI) uses measures to assess deprivations in three dimensions of poverty in order to understand how health, education, and living standards intersect with one another and overlap, and to find out how many children are ‘multidimensionally poor’.

1. What is your response to finding out that children constitute half of the world’s poor?
2. Can you explain what the term ‘multidimensionally poor’ means (answer below)?

In your local context

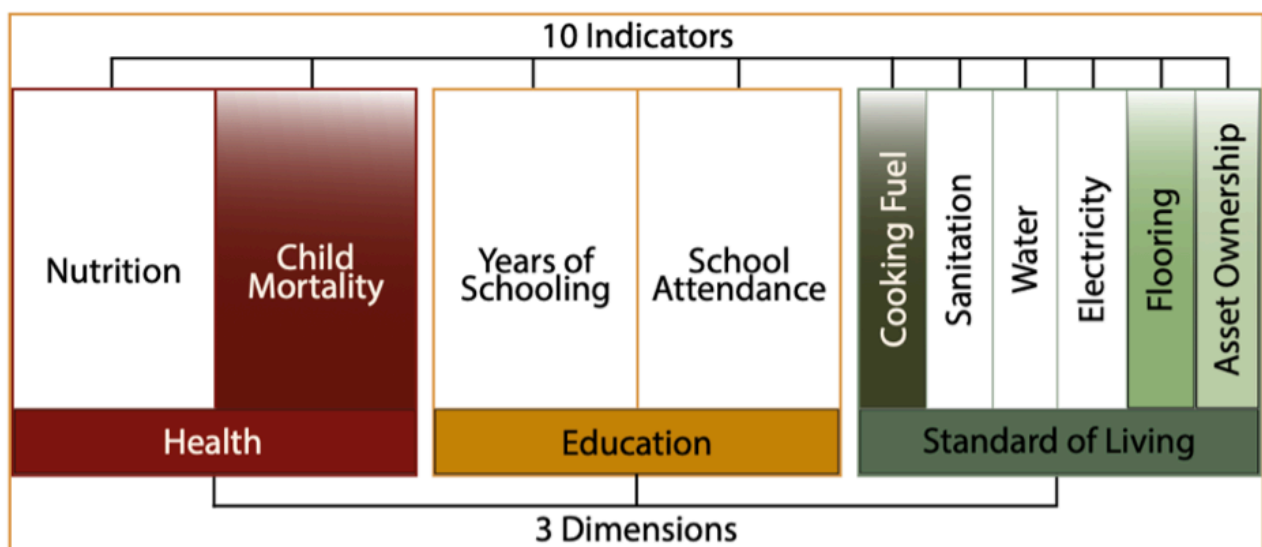
1. Which communities are multidimensionally poor?

2. Is poverty or deprivation commonplace?

Data Visualisation – The global Multidimensional Poverty Index (MPI)

The MPI draws attention to ten indicators that affect children's life chances that go beyond just income and reflect household features that shape children's lives, such as whether anyone has five years of schooling. A person is identified as multidimensionally poor if they are deprived in one-third or more of the ten indicators. This captures how people experience different deprivations simultaneously.

1. Read the infographic and answer the questions (Click the hyperlink in the title to see the infographic full screen).



[Indicators and dimensions of poverty](#)

- What are the 3 dimensions of poverty?
- What are the 10 indicators that affect children's life chances that go beyond just income?
- How many indicators are there
 - in the Health dimension?
 - in the Education dimension?
 - in the Standard of Living dimension?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-94>

Download [Unit 7 Infographic transcript](#)

2. Mari lives in Ecuador, South America, and is poor according to the global MPI. Read her poverty profile below and make notes about aspects of her life. Click on each section on the left-hand side, or use the blue arrow in the bottom right to move through the sections. Answers below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-87>

Poverty profile: Mari, Ecuador



Mari lives with her family in a small town about a one-hour drive on a dirt road west of Cañar, Ecuador.

Mari, aged 10, is one of five children, of which four survive. She has a little brother aged 4, and two older sisters aged 16 and 17. All children have gone to school, and Mari is in 5th grade at a bilingual school.

Her family cultivates the land around their house for food but do not produce enough to sell, as they do not own much land. Her parents both go out to find work on other farms. But this is highly irregular. When they do work, they make about US\$10–US\$15 a day. In good times they find work about one week every month. The best estimate of the family income is US\$675 a year.

Water, from a hose on an outside patio, is a short walk away, and Mari often helps by bringing it in. Mari lives in a house made of block with a dirt floor. She is interested in cooking and watches her mother in an outside kitchen. They cook with wood in a small

rudimentary fireplace, but smoke does get in her eyes sometimes. Health care for children like Mari is now free at a health clinic in Shuya.

Mari's house, like her life, is simple. It does not have a TV or radio or any electrical appliance. Naturally, they do not own a car or even a bicycle. The family is raising two head of cattle and two pigs for food although they are not in the best of health. She is especially fond of the family rooster and three hens. Mari is very quiet and shy, but from time to time a winning smile bursts through.

Profile, photo and infographic reproduced with kind permission from Alkire, S., Jindra, C., Robles, G. and Vaz, A. (2017). 'Children's Multidimensional Poverty: Disaggregating the global MPI', OPHI Briefing 46, p. 7, Oxford Poverty and Human Development Initiative (OPHI), University of Oxford. Copyright (2017). All rights reserved.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-217>

Reading – Growing up in poverty weakens later health – even if you escape it

Before you read

The text deals with the widespread problem of poverty. Does it surprise you to learn that in the UK, 30% of children are growing up in poverty? Or that more than half of these children are in households where one or both parents work, and poverty is on the rise even for children whose parents work in government-funded jobs? Is the situation similar in your context?

Read for main idea

In this text you'll find out more about the link between poverty and health over the lifespan (the length of time that someone will live). Predict some of the things the text will say about this topic.

Scan the text (max 1 min) and see if your predictions were accurate.

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-88>

THE CONVERSATION CC BY ND

Growing up in poverty weakens later health – even if you escape it



Dr. Noortje Uphoff,
Researcher in
Social
Epidemiology,
University of
York, UK.

Poverty remains a widespread problem. In the UK, 30% of children are growing up in poverty. More than half of these children are in working households, and poverty is on the rise even for children whose parents work in government-funded jobs.

According to new research from the University of Geneva, these children may be at risk of poorer health in adulthood – even if they escape poverty later in life. This suggests that childhood adversity doesn't just affect our choices, but also directly compromises the biological ability of our bodies to stay healthy.

Our childhood affects our health across the course of our lives. Stress, it seems, is a major contributor. While a life lived with financial, educational and social security and stability may not be free of worries, a disadvantaged childhood means more exposure to a number of difficult circumstances and events. These may include social tensions, domestic abuse,

neglect, food and fuel poverty, unsafe or poor-quality housing, and separation from caregivers.

These life events understandably cause stress. Most of us will have personal experience of responding to pressure at work or a relationship breakdown with ice cream, cigarettes or alcohol, or giving the gym a miss. When facing financial troubles, the health benefits of vegetables can seem trivial to parents in the face of the time- and money-saving virtues of junk food. Feeling like you do not have enough food, money, time, or friends occupies the mind so that there is less space to focus on decisions with long-term pay-offs.

Experiencing these feelings over a long period of time (rather than the shorter-term stress experienced when applying for a job or studying for an exam) can make it increasingly difficult to make healthy choices. Over a lifetime, choices add up. But this latest research suggests that chronic stress impacts more than just our choices.

What doesn't kill you makes you weaker

In the new study of over 24,000 people across 14 countries, researchers found that individuals, particularly women, of lower socioeconomic status in childhood had lower hand grip strength in older adulthood – a reliable health indicator, predicting the risk of frailty, disability, and death from cardiovascular disease and cancer in older age.

While health-related behaviours such as exercise, nutrition, smoking and alcohol consumption were partially responsible for this link, adults from poorer backgrounds had weaker grip strength even if their socio-economic status improved later in life. This suggests that a tougher start in life has a direct, biological and lasting effect on an individual's ability to stay healthy.

We already know that children suffering from long-term stress build up higher levels of the stress hormone cortisol, making the body's response to threats from the outside world change. Chronic stress in childhood is related to a host of diseases through mechanisms such as poorer mental health, changes in the body's immune response to infection and injury, and increased blood pressure.

Now, we have evidence that growing up in poverty has a cumulative wear-and-tear effect on the physiological systems that govern how our bodies respond to our environment, permanently disrupting the ability of affected individuals to maintain good health in old age.

While more work is still needed to understand how early adversity affects our immune system and other physiological systems in later life, one thing is already clear. To make our society less stressed, happier and healthier, we need to recognise just how crucial a role hardship in childhood plays in determining an individual's long-term health.

The argument that poverty and poor health are down to laziness or lack of willpower is

itself lazy and too often thrown around. Poverty in early life affects not only how capable the mind is of making the right choices, but also how the body responds to adversity at a fundamental level. Far from being a resource drain, investing money in improving children's quality of life could improve a range of health outcomes, and dramatically reduce the burden on a health-care budget stretched by the vast capital needed to care for older people.

Rock star Marilyn Manson got it right with the lyrics for Leave A Scar. What doesn't kill you, in many ways, makes you weaker. Those who thrive amid deprivation do so in spite of, rather than because of, the difficulties they experience. Many less fortunate people will struggle to stay fit and well despite making healthy choices. We could do with providing them with a little more support, and a little less judgement.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

Grammar – Verb + dependent preposition

Read the 10 sentences from the text and note the multi-word verbs (verb + dependent preposition) in bold:

1. Children are **growing up in** poverty.
2. Children may **be at risk of** poorer health in adulthood.
3. Their life may not **be free of** worries.
4. Most of us **have experience of** responding to pressures.
5. There is less space to **focus on** decisions.
6. Over a lifetime, choices **add up**.
7. Health-related behaviours **were responsible for** this link.
8. A tougher start in life **has an effect on** our ability to stay healthy.
9. Children suffering from long-term stress **build up** higher levels of cortisol
10. Long-term stress **is related to** a host of diseases.

Infinitive form of the verbs:

- to grow up in (a particular way/state).
- to be at risk of (something).
- to be free of (something or someone).
- to have experience of (something).
- to focus on (something or someone).
- to add up.
- to be responsible for (something or someone).
- to have an effect on (something or someone).
- to build up.
- to be related to (something or someone).

Focus on verb + dependent preposition

Dependent prepositions are prepositions that depend on or must follow a particular verb. There are no grammatical rules to help you know which preposition is used with which verb, so it's a good idea to try to learn them together. To help you do this, write new vocabulary in your notebook in a sentence or phrase.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-89>

Vocabulary – Adversity

The text deals with ways that poverty in childhood affects a person's life chances across their whole lives, and that 'those who thrive amid deprivation do so in spite of, rather than because of, the difficulties they experience' (final paragraph). The verb 'to thrive' means that a child (or animal or plant) grows and develops well.

These words and phrases from the text are used to describe adversity, or things that make it difficult for a child to thrive. Match each term with the correct definition.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-91>

Pronunciation /æ/ and /ɑ: /

Hearing the difference between long and short vowel sounds, and being able to say them clearly, is one of the core pronunciation features which aid mutual understanding when a non-native speaker of English talks to another non-native speaker.

Focus on /ɑ: / and /æ/

Long vowel sound /ɑ: / e.g. hardship, start

- The most common spelling is 'a' (large, far) but there are others: heart, laugh.

Short vowel sound /æ/ e.g. had, adversity

- The most common spelling is 'a' (action, can).

NB There is variation in the way native speakers pronounce words containing these two sounds. The examples in this section do not vary, however.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-228>

Listening – Lockdown and young people living on the streets of Harare, Zimbabwe (4 mins)

THE CONVERSATION

Credit: *The Conversation*, Pasha 88. Ozayr Patel, Digital Editor.

Licence: [CC BY NC ND](#)



Janine Hunter, Researcher, University of Dundee, UK; Lorraine van Blerk, Professor, University of Dundee, UK; Shaibu Chitsiku, Programme coordinator, Street Empowerment Trust, Zimbabwe

For many homeless young people living on the streets, lockdown and the COVID-19 pandemic made their situation worse. The city of Harare in Zimbabwe was no exception. Lockdown made it difficult for young people to find food and make money in the informal economy. Researchers set up a story map – a map with text, images and multimedia content – to hear children’s voices in three African cities: Accra in Ghana, Bukavu in the Democratic Republic of Congo, and Harare in Zimbabwe.

In this Listening you’ll hear Janine Hunter and Lorraine van Blerk discussing the project, and Shaibu Chitsiku offering insights from Harare.

Before you listen

- Is homelessness a problem in your local context? Are many children homeless?
- Can you think of any reasons that might lead to children becoming homeless in Harare?
- Whose responsibility is homelessness?

Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: young (11), People (11), streets (9), food (7), lockdown (6). With the title in mind ('Lockdown and young people living on the streets of Harare') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen for main idea

Play the audio here.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-92>

(Or access [The Conversation podcast](#) and listen from the start to 4.25mins).

Listen to the introduction (0 – 1.36 minutes) then pause the audio and answer the questions:

- How many young people were involved in the project ‘Growing up on the streets’?
- What is the basis of the project/what do the researchers believe about young people?
- The researchers chose ‘story maps’ as a way of enabling young people to tell their own stories to global audiences. What are ‘story maps’?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-120>

Listen for detail

Before you listen to the rest of the podcast read the list of changes the young people experienced in their lives during the period of lockdown in the Covid19 pandemic. Play the rest of the audio and as you listen click any changes that you hear Hunter and van Blerk mention. You can stop and start the audio to give yourself time to do the task.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=137#h5p-93>

Download [Unit 7 listening transcript](#)

Research

Click the link to access [the story map](#) for the ‘Growing up on the Streets’ project. The project is in 10 chapters that look at a key aspect of life most important to street children and young people:

1. Shelter
2. Building assets
3. Resilience

4. Keeping safe in the city
5. Health and wellbeing
6. Support of friends
7. Making a living
8. Enough to eat
9. Plans for the future
10. Time to play

Choose ONE of the 10 chapters by using the buttons on the left-hand side of the screen and find out about the life of street children and young people by reading the information and watching the video. Write a short summary of what you found out (100 – 200 words).

Writing

In this Unit you've learned about the way poverty affects the life chances of many children and young people. In Allam Amin's story we see him using his experience to support citizens in disaster situations and look after the health of displaced families in Indonesia.

Read Allam's story and write a response to it that incorporates what you know about opportunities and life chances as they relate to SDG1 No Poverty. Write about:

- Allam's experience as a child that led to him becoming a humanitarian worker.
- Life chances of children and young people who grow up in areas struck by natural disasters.
- Allam's model of planning for disasters, and his efforts to deal with poverty.
- Any other topic relevant to the life chances of children and young people and SDG1.

'I Know It Saved Lives': What Growing up near an Active Volcano Taught One Humanitarian Worker about Preparing for Disaster

Allam Amin is a humanitarian worker who supports some of Indonesia's most vulnerable people during emergencies and relief projects by coordinating logistics and supply chains for essential items like medicine, shelter and dignity kits. "I am used to disasters," Allam says. "I grew up in eastern part of Indonesia and there was a volcano that regularly erupted." When he was just a boy there was a major eruption that forced his family to flee. "I remember the panic in this small town," he says. "The whole community moved to the next island all at once."

Growing up near an active volcano when he was young, he dedicated most of his time after school to projects distributing medical equipment to regional health networks for emergency preparation. When a series of disasters hit Indonesia early in his career, Allam shifted to use his logistics skills in humanitarian response.

He explains that the health of displaced families shall always be the priority in a disaster response plan, and he abides to this principle at all times. The model of planning Allam worked on has been woven into national preparedness plans that support health districts across the country.

“We need to come up with the idea of working closely with counterparts and donors to make sure that this capacity is available any time of the year,” he says. Allam says a smart logistics system will have dynamic digital inventory that manages stock and storage with life-saving efficiency.

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking – Poverty in America

1. Work with a partner and choose one of the [discussion topics available here](#) about poverty in America. Click on the module you have chosen and read the information. There are additional resources on the right-hand side which you are welcome to watch/read/listen to as optional input. Discuss the information you find.
2. Work in larger groups and share the information you have gained, and your response to it.

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here is a prompt related to this Unit:

‘Let’s have a dialogue about the link between poverty and health. Tell me some of the effects of early poverty on a person’s health, and I will ask you some questions about it.’

Looking Ahead to Unit 8

In Unit 8 you’ll look at the levels of access to education that children have in various parts of the world and find out more about the lives of young refugees.

- Do you have refugees in your country?
- Where have they arrived from?
- Does your government make them welcome?
- Do their neighbours make them welcome?
- What is your view on whether countries should welcome refugees or not?

Use the menu bar on the left-hand side of the screen to access Unit 8

UNIT 8 CHILDREN AND YOUNG PEOPLE: SDG4

Quality Education



Goal no. 4 of the 2030 Agenda for Sustainable Development aims to **ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

Click on the arrows to reveal more information about SDG4. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-66>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023). All rights reserved.

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG4). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To educate	educator	educational
To be literate	literacy	literate
To enrol/to be enrolled in	enrolment	

Introduction – The global education crisis

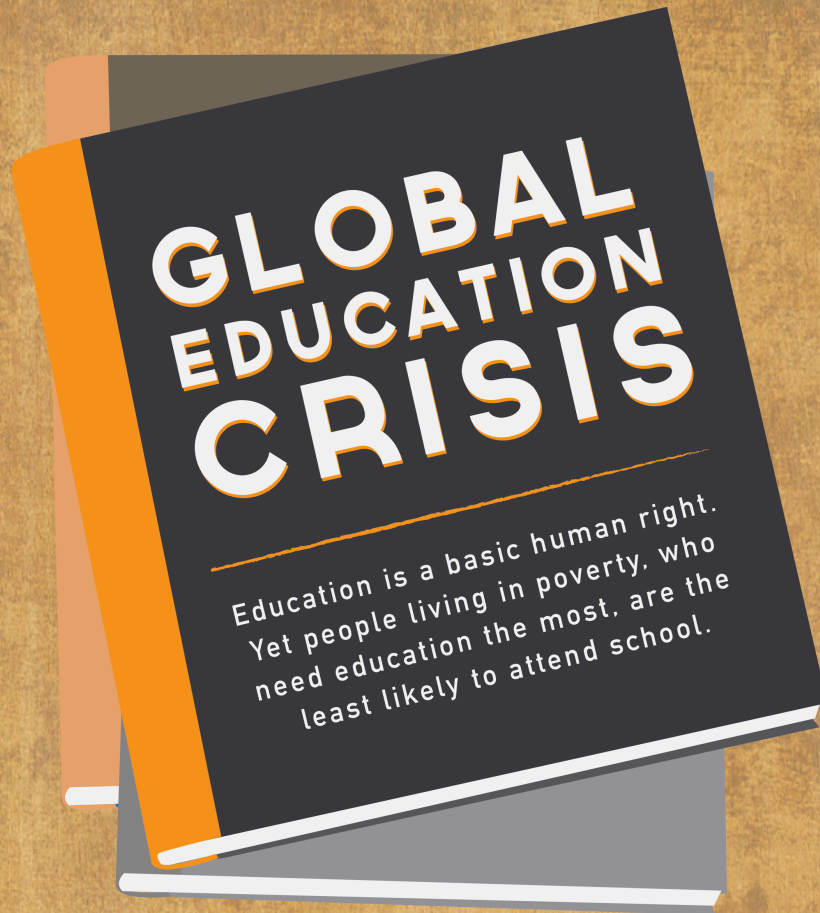
In Unit 7 you learned about the way that growing up in poverty affects the life chances of children across the whole of their life. Education is a basic human right yet people living in poverty, who need education the most, are the least likely to attend school.

Before you read

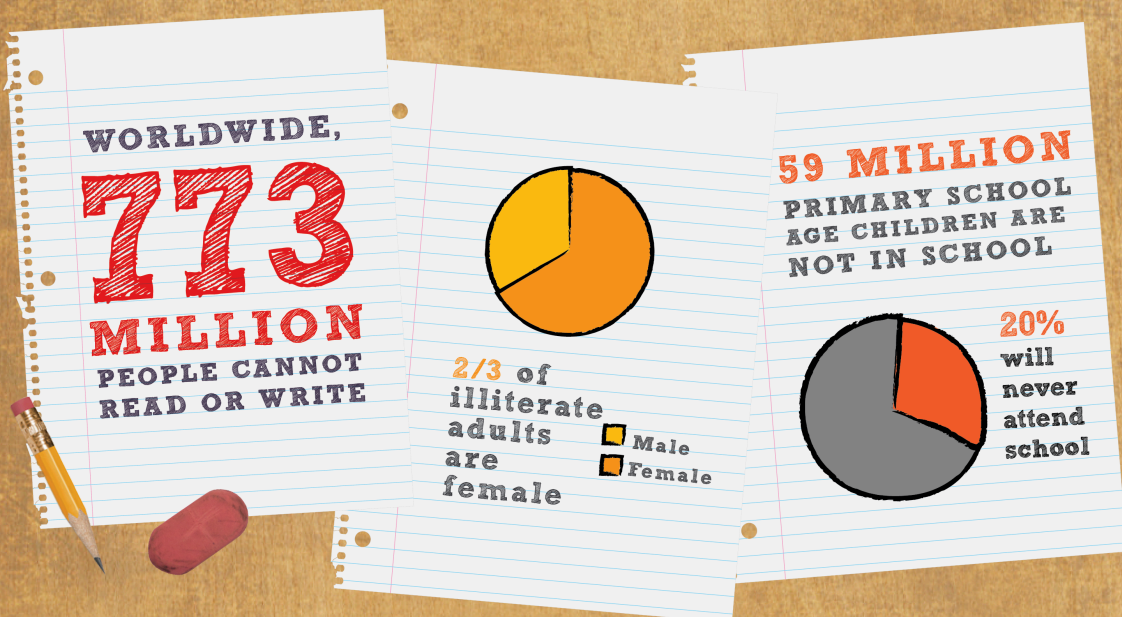
1. The infographic tells us that rates of illiteracy (the inability to read and write) are much higher for women than for men. Can you think of any reasons why?
2. In Unit 6 you learned the word ‘caste’. Can you think of any ways that caste might impact on a person’s education?
3. As well as gender and social status, can you think of any other factors that might prevent children and young people from receiving a quality education?

Read

Read the infographic and complete the 3 tasks below. Use the arrows underneath the slides to move between them, scroll down if necessary to see the whole task, and click the check button when you have finished to see the answers.



THE CRISIS BY THE NUMBERS:



THE CRISIS AROUND THE WORLD

The global education crisis



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-98>

Download the transcript here [Unit 8 infographic – transcript](#)

In your local context...

1. The goal to achieve quality education for all is significantly off-track and unlikely to be achieved by 2030. According to a report by UNESCO ‘One in six of all 6 to 17-year-olds will still be excluded [from school] in 2030, and 40% of children worldwide will fail to complete secondary education’ ([UNESCO, 2019](#)). How evident is this in your context?
2. Can you think of ways that lack of progress on SDG4 (the focus of this unit) is likely to impact progress towards the other SDGs? (See all of the goals on the [Welcome page](#)).

Grammar – Second conditional

The summary of the infographic includes a series of ‘if’ sentences:

If all children acquired basic reading skills, 171 million fewer people would live in poverty (a 12% reduction in global poverty).

The grammatical structure tells you that the speaker is **not** confident that all children will learn to read any time in the near future.

Focus on the second conditional

The second conditional is used to imagine present or future situations that are probably not going to happen or come true.

The structure is usually if + past simple, plus would or could + infinitive (either clause can come first).

If all children **acquired** basic reading skills, 171 million fewer people **would live** in poverty.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-96>

Speaking – The Global Education Crisis

Think about your personal response to the information contained in the infographic and then share your views with your partner. You can use these prompts to help organise your thoughts, or you can discuss anything else that comes to mind.

- Did you feel strongly about any of the information?
- Did you find any of the 5 reasons why fighting illiteracy matters particularly compelling?
- Is any progress being made in your local context to address the education crisis?
- How confident are you in our ability to achieve the goals of SDG4 Quality Education?

Listening – Higher education in refugee camps (5 mins)

THE CONVERSATION

Credit: [The Conversation](#), Pasha 68. Digital editor: Ozayr Patel. Licence: [CC BYNC ND](#)



Dr. Paul O'Keeffe,
Assistant
Professor in
Global Challenges,
Dublin City
University, Ireland.

Before you listen – Prediction

1. You'll hear about the lives of young adult refugees in refugee camps. Education is crucial for many refugees, offering future possibilities and a way to get a job. But how can people get a higher education in a refugee camp where challenges – such as a lack of infrastructure – are everywhere? It is possible, as long as the education programmes are tailored to the needs of the refugee students. In this listening you'll hear from Paul O'Keeffe, and three refugees at Kakuma, Kenya talking about their higher education. Can you predict:
 - some of the challenges refugees face while in refugee camps.
 - how long young people spend in camps before being settled.
 - what some of their main educational needs might be.
2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: education (14), camps (11), higher (7), course (7), refugee (6). With the title in mind ('Higher education in refugee camps') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-99>

Listen to the rest of the audio (2.30 minutes to the end). As you listen make notes in the text box for each of the 3 young people (click the ? for helpful information). When you have finished click the 'copy' button if you'd like to save your notes to your own device.

NOTE: The 'check' button does not supply any useful feedback on your writing. Instead, see the suggested answers below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-100>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-110>

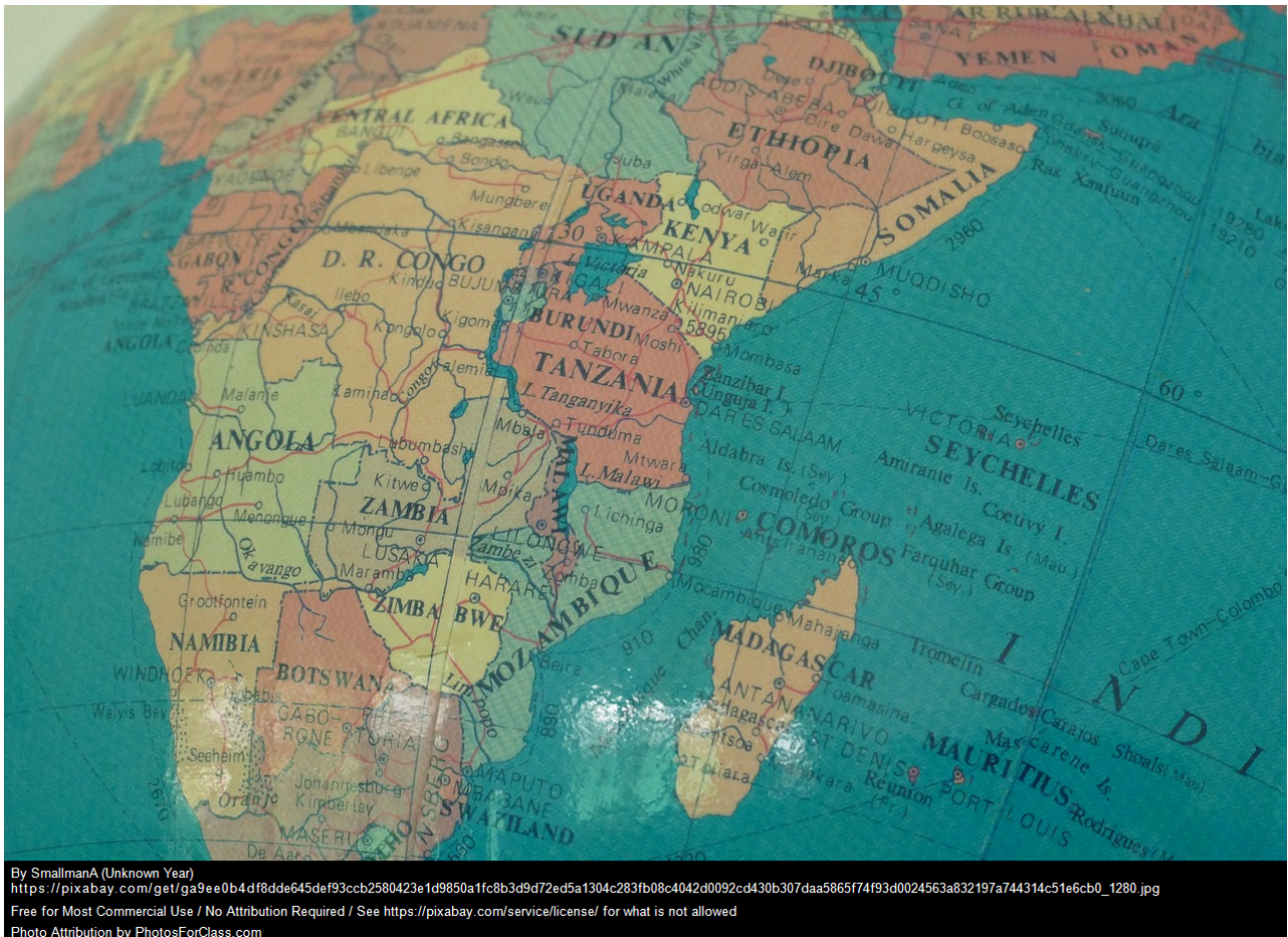
Download the transcript here: [Unit 8 transcript](#)

Read – Young refugees share what it's like trying to finish school, find work and get married

Before you read

1. You'll read about Daahir, who at the age of 10 left his home country of Somalia with his family and travelled 1,800 km through Kenya to Kampala in Uganda, where they became refugees. Can you locate Somalia and Uganda on the map?

2. Can you predict what caused Daahir's family to leave their home country and make the arduous journey to Uganda? What do you imagine the journey was like?
3. The life chances of refugees are often negatively impacted. In countries where they settle young refugees are often denied the economic, educational or social opportunities which would enable them to thrive. In the vocabulary about adversity in Unit 7 you learned the term 'thrive'. Can you give a definition?



Map of Africa

Vocabulary – Being a refugee

The text is full of vocabulary associated with being a refugee. Complete the definitions, and then select the appropriate word to complete the sentences below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-101>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-102>

Skim read for main idea

In the listening in Unit 7 you heard about research from the University of Dundee, UK and the ‘story maps’ made by young homeless people. The researchers also conducted a project on how being a refugee affects young people’s transitions to adulthood. Read the first sentence of paragraphs 2 – 9 (max 2 mins) to find out about the project. When you have finished, summarise what you can remember.

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-103>

Click the ‘copy’ button to save your notes to your own device. **NOTE:** The ‘check’ button does not supply any useful feedback on your writing. Instead, see some suggestions below the text.

THE CONVERSATION [CC BY ND](#)

Young refugees share what it's like trying to finish school, find work and get married



Dr. Laura Prazeres, Post-Doctoral Researcher, University of Dundee, UK.

In 2012, at 10 years of age, Daahir sat in his school classroom in Mogadishu, Somalia. The sounds of gun shots piercing the air interrupted the lesson. As Daahir ran back home, he overheard that fighting had erupted between government forces and the militant group Al-Shabab. Daahir arrived home to find his father dead from gunshot wounds. Faced with further threats and imminent violence, Daahir and his family, along with many others, fled their home country in search of safety and stability abroad.

According to the UN refugee agency (UNHCR), 51% of the world's refugee population is under the age of 18. That means some 600m young people are living in unstable or conflict affected areas across the globe. There is an urgent need to understand how young people are affected by forced migration over the course of their lives. That's why, in 2017, the Department for International Development commissioned Professor Lorraine van Blerk, Dr Wayne Shand and myself at the University of Dundee, to conduct a research project on how being a refugee affects young people's transitions to adulthood.

Adulthood is not a fixed stage which is attained at a specific age. Rather, it's achieved by crossing boundaries such as leaving your parents' home, completing education, getting a job and, in many cultures, entering into marriage. These transitions are complex processes, which typically involve close relationships with family or caregivers.

But young people who have been displaced from their homes or live in poverty are often denied the economic, educational or social opportunities which would enable them to pass these milestones. Often, their environment forces them to be dependent on their family, or other forms of support, for longer. The processes which young people go through on their way to adulthood can be accelerated, delayed or reversed, as they try to reconcile their personal plans for the future, with hardships they are encountering every day as refugees.

As part of our research, we trained and supported refugees between the ages of 15 and 24

as youth researchers to conduct interviews and surveys among their peers in Uganda and Jordan. The youth researchers and their participants in Uganda came from Somalia and the Democratic Republic of Congo, while those in Jordan were Syrians, Iraqis and Palestinians from Gaza. Daahir – the young Somali participant – was based in Kampala, Uganda. We took this approach on the basis that all young people are experts on their own lives, and capable of expressing their needs when they are given the opportunity to do so.

We encouraged our youth researchers to take photographs and make drawings and videos with other young refugees to depict what it's like growing up as a displaced person. We put together the material they produced to create an online story map – a multimedia platform which illustrates the project's findings and tells the personal stories of young refugees.

For the young refugees who took part in our project, education, work and family life were the main sources of disruption during their transition to adulthood. Education is often a requirement for getting a decent job, and the loss of education certificates through conflict and displacement has made it difficult for young refugees to continue their studies. Many feel like “failures” for not completing their schooling and being unable to find decent work.

The young refugees' lack of qualifications and social connections in both Uganda and Jordan have made it difficult to find work and sustain a livelihood. Getting married and starting a family is viewed as another means to establish social and adult status, but the cost of a dowry and wedding expenses prevent young refugees from completing this rite of passage.

Financial issues are not the only hindrance: the instability of their circumstances discourages young people from entering into marriage, as it can complicate and worsen conditions for both parties involved. It might also conflict with aspirations for the future, such as relocating and settling down elsewhere.

Finding a path

Daahir didn't just lose his father to the war in Somalia – he also lost years of education, as he migrated through different countries. Daahir is still completing primary school in Uganda at 15 years of age. In Somali culture, 15 is the age when a young person is considered an adult. But the interruption and delay of Daahir's education, due to displacement and lack of money, has had a ripple effect on his transition into adulthood, both personally and within the Somali refugee community.

The delay and rupture Daahir has experienced as he is growing up will have a significant impact on his future. Daahir's diminishing interest and motivation in school may affect his ability to lead a successful adult life. With many years of school left ahead of him – and his family living in a precarious financial situation – Daahir will need to grapple with difficult decisions such as whether to continue his education, look for work and/or start a family, as he transitions from childhood to adulthood and develops different needs and aspirations.

Displacement and forced migration rupture young people's plans for their adult lives. So specific support is needed to ensure that the changes to their pathways into adulthood are addressed in a positive way. The nature of conflicts and crises make it difficult to prevent these ruptures, but agencies and governments can tailor support to be more responsive to the realities of being a young refugee.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-112>

Vocabulary – Suffixes

Daahir is a **refugee**. The suffix -ee can be added to transitive verbs to form words meaning a person or thing that is the object of that verb. In this example the verb is to **take refuge**, and the person that is the object of the verb is a **refugee**.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-104>

Pronunciation: Suffix -ee

1. In Unit 5 you learned some word families. Here are four more word families (from the sentences above). What are the missing forms from the table? Add the four completed families to your vocabulary book, and check any forms you are unsure of in the [online dictionary](#) (see answers below).

2. Play the audio here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-117>

Play the audio and as you listen mark in the main stress for each member of the word family. What do you notice about the suffix -ee?

Verb	Noun	Noun person	Noun person who is the object of the verb
To take refuge	a refuge		a refugee
To interview			
To train			
To employ			



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-106>

Grammar – Present perfect (present result of past actions)

Most of the reading ('Young refugees share what it's like trying to finish school, find work and get married') is written in the present tense or the present continuous to describe the refugees and their current experiences. The two sentences below use the present perfect (active and passive), however.

The delay and rupture Daahir **has experienced** as he is growing up will have a significant impact on his future.

Young people who **have been displaced** from their homes or live in poverty are often denied the economic, educational or social opportunities which would enable them to pass these milestones

Present perfect to show the current impact of past actions

The present perfect tense consists of **subject + auxiliary verb have/has + past participle**. It can be used to talk about something that started in the past and continues in the present:

- **He has lived** in Uganda since he was 10.

And it can be used when we are talking about our experience up to the present, as in these 2 sentences (active and passive) from the text:

- The delay and rupture Daahir **has experienced** as he is growing up will have a significant impact on his future.
- Young people who **have been displaced** from their homes or live in poverty are often denied the economic, educational or social opportunities which would enable them to pass these milestones.

The focus in these 2 sentences is on **the impact that the past experience continues to have in the present**.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-107>

2. The writer made a choice to use the present perfect. In each sentence, decide what the use of the present perfect allows her to say about the current impact of past actions. For example, in the first one using the present perfect allows the writer to not only say what happened (Daahir and his family were displaced) but also to show that they are still living in a foreign country, and that they are not in their homeland.

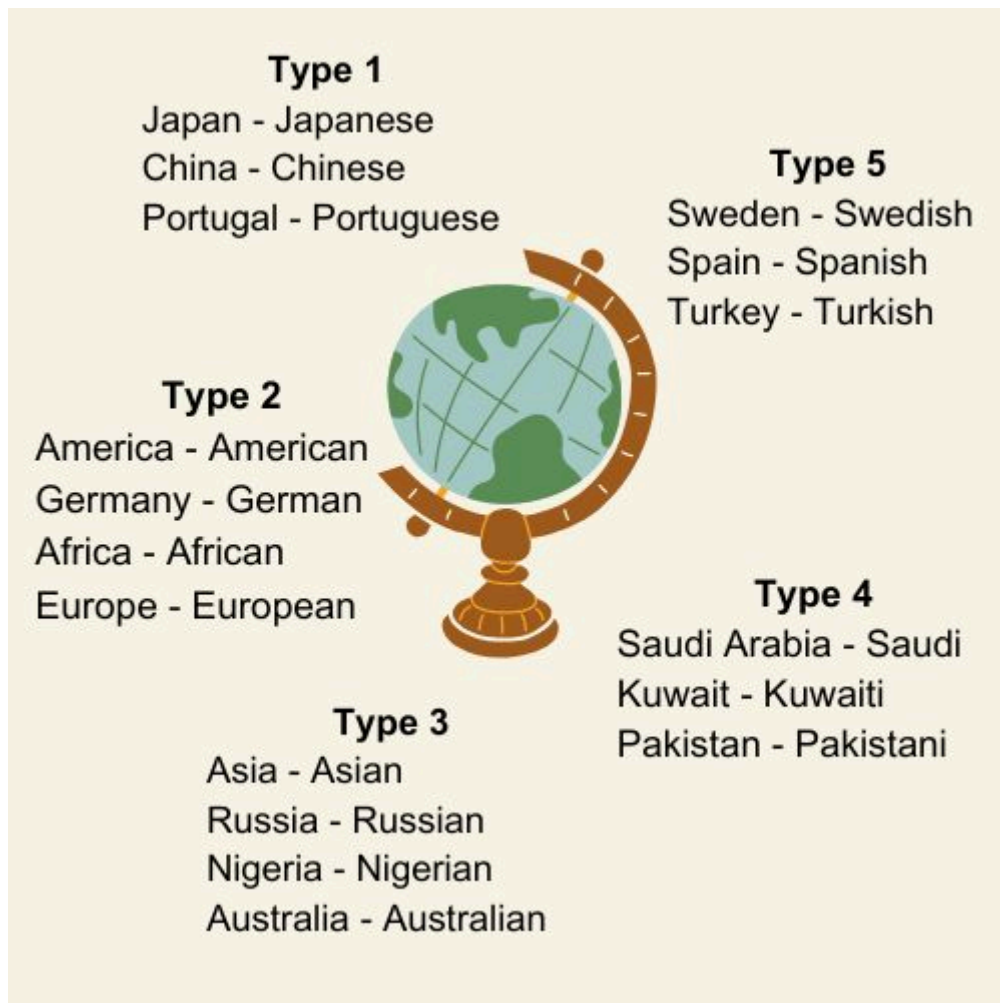


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-113>

Vocabulary – Adjectives of nationality

Daahir comes from Somalia. He is **Somali**. Look at the illustration and notice the 5 different types of endings for adjectives of nationality (-ese, -an, -ian, -i, -ish).



Word endings for adjectives of nationality.

Download the transcript here: [Adjectives of nationality transcript](#)

Practice

1. What is the adjective of nationality for your country? Do speakers of other languages usually get it right?
2. Do you know the adjective of nationality for each of these countries? They all have one of the 5 endings.

Bahrain	Brazil	Britain	Cameroon	Canada	Denmark
Finland	Hungary	Ireland	Italy	Kenya	Korea
Mexico	Oman	Poland	Senegal	Singapore	Vietnam



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=39#h5p-111>

Writing

In this Unit you've learned about the global education crisis, and the difficulties children and young people have gaining an education. This story of efforts to keep girls in school in Iraq continues the theme.

Read the story and write a response to it that incorporates what you know about opportunities and life chances for children and young people, especially girls, and their access to education. Write about:

- How the UN supported schools in Iraq during the Covid-19 pandemic.
- What often happens to girls if they are not in school.
- The role of mobile phones in education in this context.
- Any other topic relevant to the life chances of children and young people and SDG4.

'It will Help Me to Achieve My Dream': Helping Iraqi Girls Stay in School

When COVID-19 hit Basra in southern Iraq, the academic prospects for many schoolgirls were put at risk as institutions closed to slow down the spread of the virus. In response, the UN Children's Fund (UNICEF) and the World Food Programme (WFP) conducted a trial cash stipend programme to support 2,570 primary school children for their continued education.

"This will help me achieve my dream of becoming a dentist," says 12-year-old Baneen. Many families receiving the stipend use the money to buy their children a mobile phone for the sole purpose of online and e-learning activities. Girls in the project also joined a newly created coding club, for studying in a safe environment, learning new tech skills and innovating to create digital solutions. By keeping girls in school and completing their education, their expanded opportunities help prevent girls from marrying or working too early.

"The mobile phones have been helping with online study", explains Principal Zainab Karim, a headteacher in Basra. "Many schoolchildren live in the same home as several other children,

and share the same phone as their moms and dads. The students benefit from having their own phones.”

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and discuss the questions that follow:

SDG4 Summary

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

Natural disasters greatly affect the education sector by destroying key infrastructures, disrupting **the education cycles** and forcing children to drop out of school for extended period of time. At the same time education is a powerful tool to build societies’ resilience.

Formal and informal education, including, public awareness and training are critical for promoting sustainable development and improving the capacity of the people and countries to address environmental and development issues and to create green and decent jobs and industries.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. The life chances of many children and young people around the world are limited. They miss out on education because of their gender, or the need to work, or because they are fleeing danger, and they may be separated from their families in conflict zones. Why do the goals of SDG4 Quality Education ‘to ensure inclusive and equitable quality education and promote lifelong learning opportunities for

all' matter?

2. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Tell me about the rates of illiteracy for women compared to men in [insert name of country]. Let's have a dialogue about the reasons for the difference. You begin and then ask me what I think.'
2. 'Tell me about the lives of children who live in refugee camps. Create 5 questions for me to answer based on the information you have given me, and then tell me if I have got the answers right.'
3. 'Tell me some of the reasons that children miss out on education. Let's have a dialogue about how we can ensure that all children receive a quality education.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 7 and 8.

End of Section 2 – Life Chances

This is the end of Section 2. Think about:

- Four key things that you found out by working through the topics (SDG5 Gender Equality, SDG10 Reduced Inequality, SDG1 No Poverty, and SDG4 Quality Education).
- One language skill that you think you have developed a bit further.
- Some new vocabulary items that you have mastered (i.e. you can remember them and use them appropriately).
- An area of language that you would like to develop further.

- Any lifestyle change that is possible in your context to help achieve the aims of one or more of these SDGs.
-

EXTENSION ACTIVITIES UNITS 7 & 8

UNITS 7 & 8 – Children and Young People

- **SDG 1 – No Poverty**
- **SDG 4 – Quality Education**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG1 & SDG4 with *Go Goals* digital board game

Go Goals is a ready-to-use board game developed by the United Nations that helps understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 1 and goal 4 and answer the set of quiz questions that appear. Check your answers when you are done.

2. Find out more about SDG4

Read the UNESCO '[Unpacking SDG 4: Education 2030; Guide](#)'. Choose one section to focus on and write a summary, or personal response to it.

3. Complete a short course about Poverty and SDG1. [Find the interactive course here](#)

4. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these 2 Units.

Develop your speaking

Design and deliver a Pecha Kucha (Japanese for chit-chat). This presentation format is based on using 20

presentation slides but only talking about each of them for 20 seconds (each presentation should be 6 minutes and 40 seconds long).

- Only still images on the slides – no text or videos
- Each slide only stays on the screen for 20 seconds only
- What you say should be about the slide that is showing

Choose one of the topics below and find 20 relevant images:

1. *What you've learned in these two Units:* Create a presentation with images of different topics or themes you have studied.
2. *One of the Goals:* Create a presentation with images based on one of the SDGs.
3. *A story:* Create a sequence of images of people places and things related to one or both of the SDGs.
4. *An initiative you would like to be involved with:* Research an initiative happening somewhere in the world. Create a sequence of 20 images.

Configure your slide timings so that the slides automatically change after 20 seconds. This will oblige you to be very concise!

Record your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=155#h5p-233>

Develop your writing

1. 'Without My Mum', created by award-winning stop motion animation director Catherine Prowse, tells the story of a mother and her young son whose familiar, loving relationship suddenly changes forever. Watch the video (created by The Refugee Council) and use the prompts that appear on the screen to help you write a paragraph that gives your personal response to it.



An interactive H5P element has been excluded from this version of the text. You can

view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=155#h5p-108>

2. Write for the [Voices of Youth](#) blog.
3. Watch the animation (8 mins) on Vimeo about two polar bears who are driven into exile due to global warming. They encounter brown bears along their journey, with whom they try to cohabit. The video encourages us to think about climate change, and migration, and the way migrants are treated. Write a paragraph that gives your personal response to the video.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=155#oembed-2>

Develop your reading – Reading for interest

Access one (or more) of the links and read the text. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from *The Conversation*:

- [Abdulrazak Gurnah: what you need to know about the winner of the 2021 Nobel prize for Literature](#). Gurnah won for his ‘uncompromising and compassionate penetration of the effects of colonialism and the fate of the refugee in the gulf between cultures and continents’.
- [Global inequality may be falling but the gap between the haves and the have nots is growing](#)
- [Some refugee girls may be forced into early marriage for safety](#)
- [Poverty is linked to poorer brain development – but reading can help counteract it](#)
- [Around a million children in the UK are living in destitution with harmful consequences for their development](#)
- [Inequality of education in the UK is among the highest of rich nations.](#)
- [Nearly half of the world’s poor are now children: that’s 689 million young people.](#)
- [Blunting the impact of poor social conditions in South Africa will have big health benefits.](#)

IQ tests

- Online [IQ “quizzes”](#) purport to be able to tell you whether or not ‘you have what it takes to be a member of the world’s most prestigious high IQ society’. But despite this hype, the relevance, usefulness and [legitimacy of the IQ test is still hotly debated](#) among educators, social scientists, and hard scientists.
- To understand why, it’s important to understand the history underpinning the birth, development and expansion of [IQ tests](#) – one that includes their use to further marginalise ethnic minorities and poor communities. Listen to our in depth article, which explores this history.

Education

- ‘Growing up on the Streets’ story maps – [Visual representation of research](#) (Unit 7).

Develop your listening

Listen for interest

Access the link and listen to *The Conversation* podcast. Listen once for general idea and then listen again for detail, focusing on the parts that interest you. [The IQ test wars: why screening for intelligence is still so controversial.](#)

Dictation

To practice your listening and writing skills, go to the [Listen and Write](#) site. Listen to the audio ‘We Were Them: Vietnamese Americans Help Afghan Refugees’ and complete the dictation task as you listen. Write what you hear in the box and click ‘stop’ as often as you need to. If you get stuck, click ‘hint’ and the words will appear.

Play an interactive web-based game

1. [Darfur is Dying](#) is a web-based, viral video game that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. It is designed to raise awareness of the genocide taking place in Darfur and empower college students to help stop the crisis.
2. [Syrian Journey](#) is a digital project that explores the exodus of the Syrian people. It is composed of three parts: a ‘newsgame’; survivor’s stories; and discussion about #WhatWouldYouTake. The project aims to bring the audience closer to the plight of Syrian refugees in an interactive and creative

way. Fully responsive for mobile.

Take action

1. Access the link to the ‘Take Action Today’ site for [Goal 1](#) and/or [Goal 4](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.
2. Or choose an action from [The Good Life Goals](#).
3. Or choose an action from [170 Actions](#).

Sing

1. ‘In the Ghetto’, by Elvis Presley (1969)

A ghetto is an informal settlement, or a squalid and overcrowded urban district where very poor people of a particular race or religion live closely together and apart from other people. Listen to the song and decide what Presley’s view is of people living in poverty in the ghetto of a large American city.

Listen to the song. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

[Find the song here on YouTube.](#)

2. ‘He was Alone’, by Yusuf Islam (2016)

“He was alone, when he was 12
Only his thoughts, which he kept to himself
He didn’t have a place to play
A friend to call, or a word to say”

Islam sings about the fear and desperation of child refugees mixed with hopeful dreams of rainbows, white horses and a return home. He says “while the world faces incomprehensible numbers and statistics created by the refugee crisis the tragedy and story of a single soul gets missed. It was difficult to stand by just

watching this tragedy without trying to do something. I simply decided to help humanize the narrative and lend my voice to the call for keeping hearts and doors open to every refugee, especially youngsters, who have lost what future they might have once hoped for.”



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=155#oembed-1>

To see the transcript click ‘watch on YouTube’. When you are in YouTube, click the text under the video where it says ‘...more’.

Something else?

Is there something you’ve spent time studying that hasn’t been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Section 3.

SECTION 3: STRUGGLE

The theme of section 3 is Struggle, and you'll look at the topics of City Life (Units 9 and 10) and Dignity (Units 11 and 12).

In Units 9 and 10 you'll be finding out about SDG8 Decent Work and Economic Growth, and SDG11 Sustainable Cities & Communities.

In Units 11 and 12 you'll be finding out about SDG16 Peace, Justice and Strong Institutions, and SDG6 Clean Water and Sanitation.

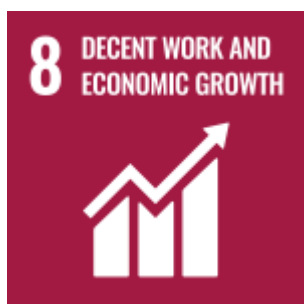
<i>Develop Your English with the United Nations Sustainable Development Goals</i>				
Section 3	Units 9 & 10 City Life		Units 11 & 12 Dignity	
	9 SDG 8 Decent Work & Economic Growth	10 SDG 11 Sustainable Cities & Communities	11 SDG 16 Peace, Justice & Strong Institutions	12 SDG 6 Clean Water and Sanitation
Struggle	Reading: Refugees creating jobs in cities	Reading: Affordable housing proves life-changing for the urban poor	Reading: Speak up and eliminate forced labour	Listening: The informal water market in Kenya (4.5mins)
	Listening: How we treat migrant workers who put food on our table (5.5mins)	Listening: Most buildings were designed for an earlier climate (9mins)	Listening: Indigenous land defenders (7mins)	Reading: Why collecting water turns women into 2 nd class citizens
	Data Visualisation: Migrants significantly contribute to economic <u>growth</u>	Data Visualisation: Highly damaging natural disasters have become much more frequent and <u>costly</u>	Data Visualisation: Positive peace	Data Visualisation: America's very real water crisis
	Function: Paraphrasing	Grammar: Articles	Function: Demonstrating logic	Grammar: Impersonal passive
	Vocabulary: Business and the economy	Vocabulary: Damage to the physical environment	Vocabulary: Forced labour	Vocabulary: Difficult or unpleasant tasks

Access a transcript of the image here: [Section 3 overview transcript](#)

Click the + sign next to the 'Section 3: Struggle' heading in the contents menu on the left-hand side to access these four Units.

UNIT 9 CITY LIFE: SDG8

Decent Work and Economic Growth



Goal no. 8 of the 2030 Agenda for Sustainable Development aims to **promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.**

Click on the arrows to reveal more information about SDG8. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-121>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023). All rights reserved.

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the

Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG8). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To economise	economy	economist	economic/economical
To employ	employment	employer/employee	employable/employed
To labour	labour	labourer	laborious/labour-intensive
To emigrate	emigration	emigrant/émigré	
To immigrate	immigration	immigrant	
To migrate	migration	migrant	

Introduction

In section 3 of ***Develop Your English*** you’ll learn about the struggle for dignity and decent living conditions that many individuals and communities face around the world. You’ll look at topics like forced labour and the lack of basic requirements such as clean water and decent housing.

In Unit 8 you found out about the lives of young refugees and the way that their life chances, including access to a decent education, are affected by their circumstances. In this unit you’ll find out about migrants – people who move from one place to another, especially in order to find work or better living conditions – and consider the way societies think about both refugees and migrants and the contributions they make to society.

Vocabulary – Easily confused words associated with people who leave their country

Drag and drop the correct definition below each of the 5 terms associated with people who leave their country.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-122>

In your local context...

1. Do you have a migrant work population in your country? Or migrants who arrive to do temporary seasonal work? If yes, how are the migrants viewed and how are they treated by local communities and/or by the government?
2. Do people regularly leave your local community to take up (temporary) work in other countries? If yes, what effect does this have on the local community?

Data Visualisation – Migrants significantly contribute to economic growth

Before you read

1. Read the paragraph that introduces the topic of migrants and answer the question: Potentially, who benefits from migration?

The number of people migrating is increasing. People migrate for many reasons, including the need to look for work, to escape conflict zones, to escape inequality and because of the effects of climate change. Today over 258 million people are living outside their country of birth. Despite the challenges, migration can offer many opportunities and benefits not just to the migrants themselves, but also to their host countries and to their communities of origin.

2. Scan the infographic (max 1 min) and find a word that means the money that migrants send home.

Read for detail

Read the infographic more carefully and complete the gaps in the summary with an appropriate word, phrase or statistic from the text. (Click here to [see the infographic full screen](#)).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-123>

MIGRANTS SIGNIFICANTLY CONTRIBUTE TO ECONOMIC GROWTH

Migrants **contribute** to economic growth in both their countries of origin and their countries of destination.

Many migrants send money, known as a remittance, back to their home country. In 2015 alone, migrants sent **\$432** billion back to developing countries.

This is **triple** the amount of money sent globally as development aid*.

This flow of money from **migrants** represents not only a source of foreign exchange for developing countries but crucially a reliable source of income for millions of families.

When the global financial crisis hit in 2008, direct foreign investments in developing countries plunged **89%** while remittances only dipped 5%.

Migrants add significantly to the economies of their **host countries**, contributing more in taxes and social contributions than they receive in individual benefits.



*Official Development Assistance



Source: Migration and Remittances. Recent Developments and Outlook Migration and Development Brief 26 April 2016, World Bank Group.
Official Data collected by the OECD Development Assistance Committee (DAC)
Migration policy debates: is migration good for the economy? May 2014, OECD.

[Migrants significantly contribute to economic growth](#)

Download the transcript here: [Unit 9 Infographic transcript](#)

Listening – How we treat migrant workers who put food on our tables (5.5 Mins)

THE CONVERSATION

Credit: [The Conversation](#), Don't Call Me Resilient 4. Ibrahim Daair, Culture + Society Editor and Vinita Srivastava, Host & Producer, Don't Call Me Resilient | Senior Editor, Culture & Society. Licence: [CC BY ND](#)



Min Sook Lee,
Assistant
Professor,
Documentary
Film, OCAD
University,
Canada.

Before you listen

Every year thousands of migrants go to work in Canada to harvest food, and are essential to the Canadian economy. In this podcast you'll hear Professor Lee, who has been documenting the voices of migrant farm workers in Canada for two decades. She talks about their struggle to deal with harsh conditions, isolation, abuse, injury and even death as a result of immigration policies designed to leave them powerless and without any legal rights.

1. Read the definition below that relates to migrant working conditions and think of some problems that might arise from this type of contract:

A work permit is an official document that gives a person permission to work in a particular foreign country. A **tied (adj.) work permit** is tied to a specific employer and only allows the person to work for the employer named on the permit.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-124>

workers have no pathway to citizenship, then listen for the detail that you need to complete the task below. Listen carefully and select the relevant details from the flow of information.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-126>

After you listen – Discuss

Discuss your personal response to what you have heard about the conditions for migrant workers in Canada.

Download the transcript here: [Unit 9 Listening transcript](#)

Reading – Refugees can actually create jobs for locals in growing cities – if given the chance

Before you read



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-172>

Image attributions:

‘Azraq one year on: Syrian refugees in Jordan’ by EU/ECHO/Caroline Gluck /CC BY-NC-ND 2.0, flickr.com

<https://upload.wikimedia.org/wikipedia/commons/1/16/>

KampalaRd_Uganda_house_Kampala.JPG CC BY-SA

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-173>

In Unit 8 you read about Daahir, whose family left Somalia and became refugees in Kampala, Uganda. Read the 'Making migration work' section to find out more about Kampala and answer the 10 questions (use the blue arrow to access all of the questions).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-128>

Skim read

In the 'Growing success' section skim read just the first and last sentence of each paragraph. When you have finished, decide which of these two summaries best reflects the text:

- Refugees could contribute to the economic development of their host countries and benefit the local population, but governance issues have not been fully considered to allow this to happen, nor is there sufficient long-term planning to integrate the refugees.
- Large groups of people will continue to be displaced, and refugee camps will remain essential. Refugees should be discouraged from moving into cities as the challenges of integration are difficult to overcome.

THE CONVERSATION [CC BY ND](#)

Refugees can actually create jobs for locals in growing

cities – if given the chance



Dr. Aisling
O'Loughlin,
Project Manager
for the Horizon
2020 project
GoGreenRoutes
at Maynooth
University,
Ireland.

The term 'refugee' conjures up certain images; bedraggled, desperate people hauling themselves onto lifeboats in the Mediterranean; or a vast sea of white tents – complete with blue UN logo – on the moon-like surface of some remote, arid land. But these scenes don't capture how the vast majority of refugees actually live – not in branded tents, but in cities. Figures from the UN refugee agency (UNHCR) show that at the end of 2016, 60% of refugees lived in urban areas.

The fact is, more and more people will be living in cities in the coming years, while forced displacement is at its highest level in decades. Refugees are drawn to cities, where they can seek sanctuary from conflict, persecution or the effects of climate change in their places of origin.

Refugees are also spending longer away from home: at the end of 2016, 11.6m refugees had been displaced for at least five years – 4.1m of these for more than 20 years. Yet the social, political and governance issues which arise when urbanisation takes place alongside displacement have only recently begun to be considered in earnest – especially in Lebanon and Jordan.

In these places, thousands of Syrian refugees have moved into cities. Their arrival has changed the urban landscape considerably, put pressure on local services and stoked tensions between communities.

In sub-Saharan Africa, cities such as Kampala and Dar es Salaam also host thousands of refugees from the neighbouring countries of Burundi and the Democratic Republic of Congo. In Kenya, the Eastleigh district of Nairobi has long been a centre for Somali refugees, who have developed robust businesses and become part of the fabric of the city.

Making migration work

The unexpected influx of people – who may have different ethnic or religious backgrounds to the existing population – is often met with hostility by the locals, and viewed as a

headache by city authorities. Displaced groups are seen as an added burden on already insufficient infrastructure and basic services, particularly in developing countries. The shock of displacement can also have a short term negative impact on GDP.

There is no denying it can be a big challenge to give displaced people access to basic services and employment. But refugees also bring with them a wealth of experience, opportunity and an entrepreneurial spirit, which can actually benefit their new neighbours. When refugees are given a chance to succeed, they can bring employment opportunities for the host population.

In Uganda for example, 21% of refugees own a business that employs more than one person – 40% of whom are Ugandan nationals. Displaced groups also become a new customer base for host communities, as has occurred in Greece, and old neighbourhoods can benefit from a new lease of life granted by the arrival of young families who can revitalise towns in decline, such as in Riace, in southern Italy.

Growing success

All developed economies have high levels of urbanisation, but with declining birth rates in these countries, other sources of labour will be required to keep the economy ticking over. Refugees could fulfil this purpose, spurring population growth and economic development. But so far, urban governance and planning structures have failed to capitalise fully on their potential.

The reality for cities and their residents is this: as long as instability reigns both in the political sphere and the natural world, large groups of people will continue to be displaced. Refugee camps have provided necessary sanctuary, but for people looking to rebuild their lives, they appear less and less inviting. The bright lights of the city hold the promise of opportunity for refugees; and with the right leadership, their success can benefit locals, too.

There are some obvious and practical steps which cities can take to help refugees become a positive part of urban life. Easy access to language classes, housing, education and the opportunity to work are key. In practice, city authorities must be more open minded about adopting creative solutions to housing shortages. They must reduce the bureaucracy, which often hampers efforts to get refugees into work: a wide variety of projects have been developed, from craft companies in Germany to a Swedish fast-track system.

Technology can also be harnessed to provide educational resources and build much needed housing.

Integrating new arrivals to a city is never an easy task – even when successful, it takes time. But developing a long-term plan to help refugees settle into the city will make it much easier to confront the inevitable challenges that will occur. Germany is a good example of this, where authorities are trying to learn from the mistakes which have led to the

segregation of populations in the past, such as in the banlieues of Paris. Such incremental and consistent improvements are neither exciting or divisive enough to garner much attention. But that does not make them any less valid. Refugees can indeed be of great benefit to cities and their residents – they just need to be given a chance.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-241>

Vocabulary – Definitions: Business and the economy

In this activity you will check your knowledge about vocabulary associated with business and the economy. Click the ‘start’ button. Then click on one of the 7 coloured squares to zoom in. Think of a definition for the word or phrase **in bold** in the sentence on the square. When you have given the definition click the ‘flip’ button to turn the square over and check the answer. Click anywhere in the white area to move on to the next one.

<https://wordwall.net/resource/17856977>

Practice



An interactive H5P element has been excluded from this version of the text. You can view it

online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-223>

Function – Paraphrasing

When you are in a conversation you might paraphrase what someone has said to show that you understand, or to check if you have understood it. In writing it's a useful way of incorporating other people's ideas into your own writing.

Focus on paraphrasing

We use paraphrasing to express what someone else has said or written using different words, especially in order to make it shorter or clearer.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-130>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1613#h5p-131>

Writing

In this Unit you've learned about the working conditions of migrant workers and refugees and their ability to access decent work and support economic growth. Nishantha's story illustrates how investing in local industries can support local economies and at the same time support the environment. Nishantha lives in a rural area of Sri Lanka.

Read Nishantha's story and write a response to it that incorporates what you know about the struggle for decent work experienced by many and SDG8 Decent Work and Economic Growth. Write about:

- The effects in this context of people leaving rural areas and moving to cities to look for work.
- Why people are reluctant to pass on the skills needed to farm Kithul trees to the next generation.
- The specific help Nishantha received that has improved his working life.
- Any other topic relevant to rural versus city life and SDG8.

Tapping into a Flood Resilient Future in Sri Lanka

"Many of these trees have been alive since my grandfather's time, and I inherited several of them," says Nishantha. Families like Nishantha's have been farming Kithul tree (Fishatail Palm), which is native to rural Bulathsinhala, a village in the Kalutara district in the Western province of Sri Lanka. Although it can take up to 15 years for a Kithul tree to mature, it can produce sap for generations and be processed into jaggery, treacle and even flour.

However, the Kithul tree industry has been declining as the rural population migrates to the city. Most resist passing on the skills to the next generation because of the danger and risks.

With the help of the International Labour Organization (ILO), Nishantha received insurance policies that cover injuries and accidents. He now also has access to equipment to continue to tap Kithul trees with greater protection. "The hard hats and the safety belts we have received make our jobs safer, but also much more easy", explains Nishantha. The ILO programme also brought together Kithul farmers across the country. They share their knowledge and expertise to ensure that the tradition will not be lost. For Nishantha, the art of growing a Kithul tree is a lifelong learning experience.

Nishantha treats his trees with the utmost respect for what they have provided him. He remarks, "The Kithul trees in my garden are what helped me and my family survive. I feel safe because my Kithul trees have been there for me."

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life:

SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and discuss the questions that follow.

SDG8 Summary

Preserving the environment is key to support sustainable economic growth as the natural environment plays an important role in supporting economic activities. It contributes directly, by providing resources and raw materials such as water, timber and minerals that are required as inputs for the production of goods and services; and indirectly, through services provided by ecosystems including carbon sequestration, water purification, managing flood risks, and nutrient cycling.

'Natural' disasters directly affect **economic activities** leading to very high **economic losses** throwing many households into poverty. Maintaining ecosystems and **mitigating climate change** can therefore have a great positive impact on countries' economic and employment sectors.

Sustained and **inclusive economic growth** is a prerequisite for sustainable development, which can contribute to **improved livelihoods** for people around the world. **Economic growth** can lead to new and better **employment opportunities** and provide greater **economic security** for all. Moreover, rapid growth, especially among the least developed and developing countries, can help them reduce the wage gap relative to developed countries, thereby diminishing glaring inequalities between the rich and poor.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. All SDGs interact with one another – by design they are an integrated set of global priorities and

objectives that are fundamentally interdependent. In this Unit you've learned about refugees and migrant workers and their struggle for decent work, as well as how they can contribute to the economic development of their host countries. In Unit 5 you found out about the rationale for better representation of women in the workforce and how it can help them be financially independent as well as contributing to the economy. Does the summary paragraph suggest any other overlaps between the goals in addition to this overlap between SDG8 Decent Work and Economic Growth and SDG 5 Gender Equality? Look at the 16 SDGs on the [Welcome page](#) to help you.

2. Think about the relationship between SDG8 Decent Work & Economic Growth and SDG13 Climate Action. If enabling poorer countries to achieve higher levels of growth implies enhanced global consumption of carbon, how can we combat climate change? ([McCloskey 2019](#)).
3. Can you give a definition for the words/phrases in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Tell me about refugee or migrant communities in [insert country] and let's have a dialogue about their lives and working conditions.'
2. 'Let's have a dialogue about the link between climate change and migration. Give me ideas to discuss with you, and correct any grammar mistakes that I make.'

Looking Ahead to Unit 10

In the next Unit you'll be thinking about what makes cities and communities sustainable, including the creation of decent housing for the urban poor and ways to make buildings more resilient to climate change.

1. How affordable is housing in your local context for average working people?
 2. Is city housing good quality accommodation?
 3. Are cities vulnerable to flood? Earthquakes? Other natural disasters?
-

Use the menu bar on the left hand side of the screen to access Unit 10

UNIT 10 CITY LIFE: SDG11

Sustainable Cities and Communities



Goal no. 11 of the 2030 Agenda for Sustainable Development aims to **make cities and human settlements inclusive, safe, resilient and sustainable.**

Click on the arrows to reveal more information about SDG11. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-132>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023). All rights reserved.

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key Vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG 11). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To urbanise	urbanisation		urban
To develop	development	developer	developmental
To participate	participation	participant	participatory
To include	inclusion/inclusivity		inclusive
To be poor	poverty	the poor	poor
To be resilient	resilience		resilient

Introduction

Extreme poverty is often concentrated in urban areas. In Unit 7 you learned about the lives of homeless children in Harare. In this unit you’ll find out about efforts to provide safe and affordable housing for poor people in cities in South Africa and India. You’ll also hear about urban planning and the need to build structures that are resilient to climate change.

In your local context...

1. Does your government offer affordable housing to the poor?
2. Do you know of any sustainable developments in a city you are familiar with?
3. The picture shows the collapse of the Champlain Towers apartment building in Miami, USA in 2021. The building had serious concrete damage that may have been linked to climate change. Do you know of any buildings that have been badly affected by climate change in your context?



Champlain Towers apartment building, Miami, as it collapses in 2021

Reading – Affordable housing proves life-changing for the urban poor – but poses unexpected risks for women

Before you read

1. Vocabulary recap:

- You learned the word ‘caste’ in the listening in Unit 6 about women in India, and met it again in the infographic in Unit 8. Can you give a definition?
- You’ll read about ghettos, or very poor areas of a city where people of a particular race or religion live closely together and apart from other people. Can you find a synonym for ghetto in the ‘Targets’ section above?

2. In Unit 5 you heard about ways to increase the role women play in development and the need for programmes that promote women’s inclusion. In this text you’ll read that failing to include women in the consultation process about the provision of safe and affordable housing to the urban poor in South Africa and India resulted in some unexpected risks for them. Can you predict what these risks might be?

Skim read

1. Skim read paragraphs 1 and 2 (max 3 mins) and see if your predictions were accurate. Find three unanticipated difficulties for women associated with moving into their new housing.
2. Skim read paragraphs 4 and 7 (max 3 mins) to find out where the new affordable housing is often located in both South Africa (paragraph 4) and in India (paragraph 7). Can you predict which of the three unexpected difficulties the location of the housing might cause?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-133>

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-134>

Affordable housing proves life-changing for the urban poor – but poses unexpected risks for women



Dr. Paula Meth,
Reader,
Department of
Urban Studies
and Planning,
University of
Sheffield, UK.

South Africa is known around the world for its significant housing programme, and India has made substantial efforts to develop its cities. Providing free or affordable housing brings obvious benefits to residents who have lived in desperately poor conditions with no water, electricity or sanitation, in precarious informal structures.

But research in these two contexts has found that the new housing has brought unanticipated difficulties for poor urban residents – and women in particular – alongside the gains. Moving into new housing can put women at greater risk from domestic violence, compromise their privacy and jeopardise opportunities to earn an income.

Both South Africa and India have a patchy record of providing affordable housing to the poor, as well as a chequered history of unequal access to land and housing for women compared with men. In South Africa, Apartheid laws meant black women were not entitled to own land or housing until 1994.

In the post-Apartheid era, the government has worked hard to redress these inequities. A national housing programme, introduced in 1994, aimed to provide “free” housing to any eligible poor South African (though residents still have to pay for rates and services). Often these are located on the edges of cities where land is cheaper.

To date, more than 4m housing opportunities have been created, and 56% of this housing has gone to women, rising to 70% in some areas – a crucial step for advancing gender equality.

In India, a person’s caste, class, religion and gender directly shapes their access to land and housing. This is particularly acute for poor women. For cultural reasons, many women do not own property, nor do they commonly benefit from joint ownership. They often do not inherit property.

A national programme implemented in 2005 to improve urban areas has aimed to provide

infrastructure and basic services for the poor. In some contexts, former slum housing has been upgraded with formal brick or concrete built houses or flats. Elsewhere, the poor have been relocated to new housing, often on the edges of cities.

The Indian policy was not specifically designed with gendered issues in mind: instead, new houses were built for “the married unit”. But in parts of India, allocation has been through women-run community organisations, which has enhanced consideration of women’s needs.

A life-changing move

In both countries, the changes in living conditions are remarkable, from very poor-quality construction to solidly built flats or houses. Research shows that for many recipients of housing, the improvements in quality of life are significant. They can enhance a person’s sense of self-worth, and offer protection from rain, sun, animals and flooding. They can extend privacy through separated internal rooms. Houses are often cleaner and healthier. Having doors, locks, walls and roofs enhance security, and the buildings commonly have electricity, running water and sanitation.

But improvements in housing also present real problems, for women especially. Thicker walls and greater privacy mean women are less able to call out for help, since sound travels less easily. New ways of living are more private and separate, and this makes neighbours less inclined to intervene in domestic matters. In India and South Africa, where sexual and domestic violence levels are so high, this is a real problem.

The South African housing provision privileges those with dependants, often women. Providing women with legal ownership of new housing has caused unease among unmarried, single or separated men. They feel their positions of authority are undermined, and they worry about not benefiting from the housing programme.

What’s more, politicians and state employees including social workers and police agree that if a dispute over property arises, the needs of women and children should dominate. Men’s anxiety can result in heightened episodes of violence against women and children. For some households, acquiring a “proper” house leads to the household fracturing. These tensions are common in contexts of poverty: new assets generate hostility because resources are so scarce.

A loss of privacy

In India, costs of building mean some new homes have only one bedroom. Large extended families are compelled to share these modest spaces because of wider housing shortages. In effect, this can mean sleeping arrangements are more cramped than in former slum houses, which often contained multiple poor quality sleeping spaces.

In the new houses, grandparents and teenage children share rooms, and adult couples have little to no privacy. This loss of privacy impacted the women I spoke to, as part of our research: they lamented their inability to conduct normal adult relations and reported their husbands seeking lovers elsewhere. The shortage and type of housing produces new tensions between husband and wife.

New housing often reduces residents' abilities to earn an income from or at their home. This impacts women especially, whose livelihoods can depend on work they can do from the home, such as selling food or small items. A change to apartment blocks reduces the potential for retailing to passing customers, and new rules or norms associated with formal housing can prevent informal economic activities occurring.

What's more, smaller structures can limit opportunities for renting out spare rooms to tenants. And when the poor are moved out to housing on the edge of the city (common in both countries) it creates significant new constraints for travelling to work and for services. Women report new vulnerabilities associated with a lack of safe transport, lack of street lighting and long travel times.

Giving the urban poor access to formal housing can undeniably change their lives for the better. But the unanticipated challenges faced by women living in new housing in South Africa and India show how vital it is for such programmes to consider the impacts of this move on every member of society.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

Data Visualisation – Highly damaging natural disasters have become much more frequent and costly

1. Read the introduction to the graphic and answer the four questions below. (Right click the image to open in a new tab to see full-screen).

'Climate change is making extreme weather events increasingly frequent and increasingly severe. In the US in 2018 environmental disasters caused damage costing **\$92 billion**. This included 14 weather events that each reached the **\$1 billion** mark. Three events – Hurricane Michael, western wildfires, and Hurricane Florence – each caused more than **\$24 billion** in damage. Such events used to be rare. In the 1980s fewer than three billion-dollar disasters hit the United States each year, totalling **\$17 billion** in annual damage.'



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-135>

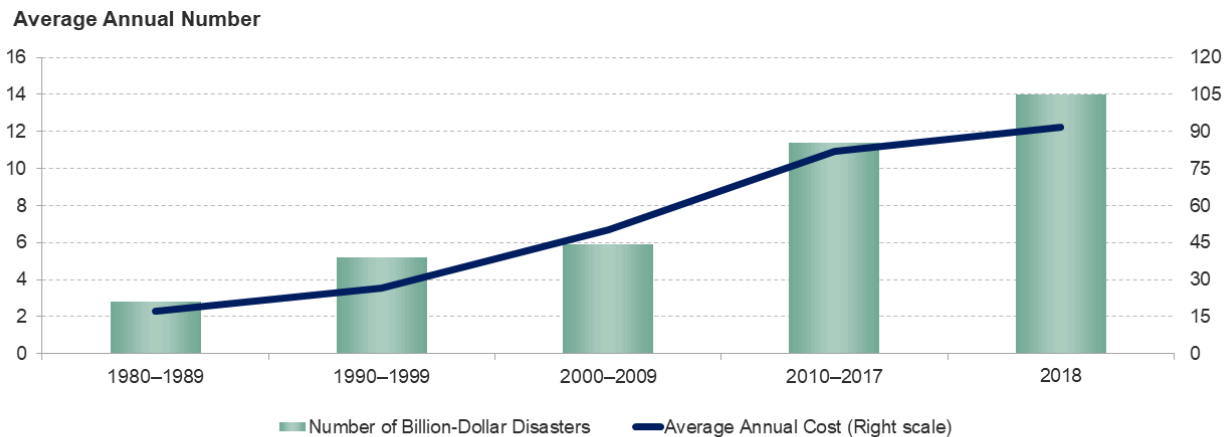
2. Look at the bar chart below and say:

- What do the green bars represent?
- What do the numbers on the left-hand side represent?
- What do the numbers on the right-hand side represent?
- What does the black line represent?

3. In the period 2000 to 2018

- What was the increase in the number of billion-dollar disasters?
- What was the increase in the cost of these disasters?

Highly Damaging Natural Disasters Have Become Much More Frequent and Costly



- Note: All values are constant March 2019 dollars adjusted by the CPI-U for All Items.
- Source: JCHS tabulations of National Oceanic and Atmospheric Administration, Billion-Dollar Weather and Climate Disasters: Time Series.

[Highly damaging natural disaster have become much more frequent and costly](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-136>

Listening – Most buildings were designed for an earlier climate – here's what will happen as global warming accelerates (9 mins)

THE CONVERSATION [CC BYND](#)



Text by Ran
Boydell, Associate
Professor in
Sustainable
Development,
Heriot-Watt
University, UK.
Narrated by Sue
Robbins

Before you listen

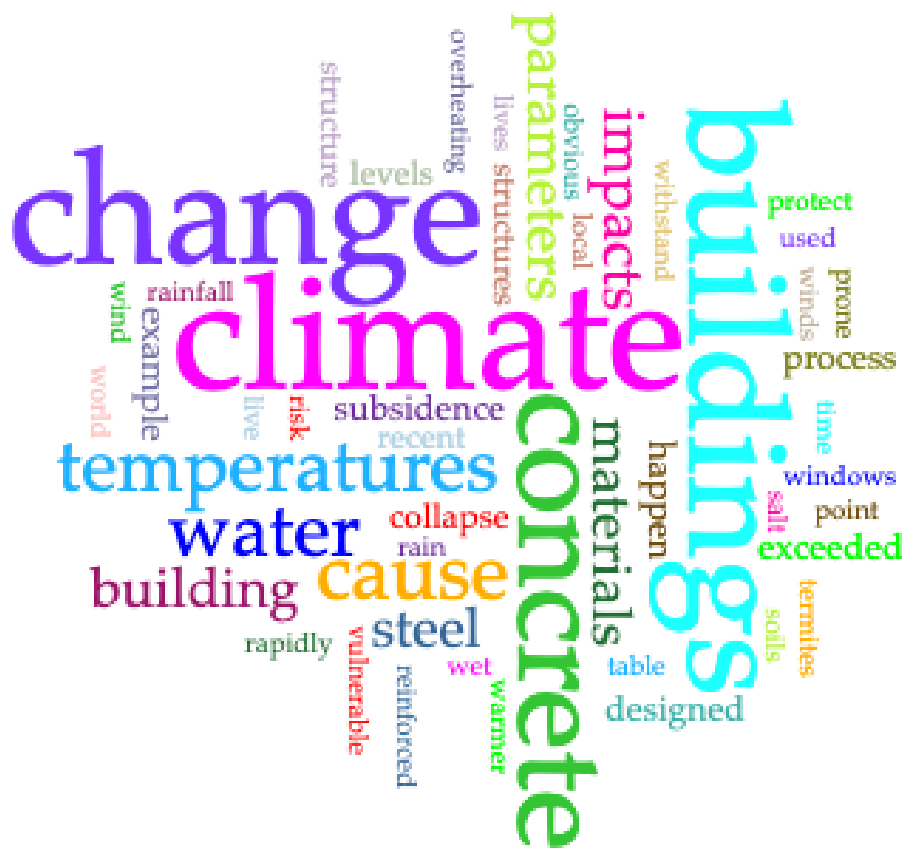
1. You've learned that climate change leads to more frequent natural disasters. In this listening you'll hear about the damage that climate change is causing to buildings – including the way it is affecting reinforced concrete, one of the most widely used materials on Earth. The speaker concludes that the only option to deal with this problem, and create more sustainable cities, is to begin adapting the design of existing buildings by retrofitting them and to design and build new buildings that can withstand climate change. In Unit 4 you heard about ways to cut fuel consumption in the shipping industry, including the need to retrofit ships. Can you give a definition for the term 'retrofit'?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-137>

2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: climate (13), change (11), buildings (11), concrete (9), water (5). With the title in mind ('Most buildings were designed for an earlier climate – here's what will happen as global warming accelerates') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the text

In your local context...

1. Are cities at risk of flooding, earthquakes, tornados or other climate-related natural disasters?
2. Do building regulations make it essential for architects or builders to consider the need to take account of climate change when designing/building new structures?
3. How important is it, in your opinion, to make cities safe and sustainable? If your context allows, would you be prepared to pay higher taxes so that urban planners can afford to do so?

Listen for detail

Play the audio here



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-212>

Listen and complete the five tasks below. Listen just for main ideas until you hear the particular section summarised in each task, then listen carefully for the particular word or words that you need to complete it. Note that because the section in each task is a summary of the podcast, and not the whole transcript, you need to listen and select a relevant word or statistic from the flow of information while at the same time reading ahead, as some of the detail will, of course, be absent from the summary. Pause the audio after each task if you need time to complete it before you use the blue arrow to move on to the next one.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-138>

Download the transcript here: [Unit 10 Listening transcript](#)

Vocabulary – Damage to the physical environment due to climate change

Read the eight sentences from the Listening. Drag and drop an appropriate verb to complete each gap.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-139>

Grammar – Articles (a, an, the, Ø)

Grammar focus – Articles

Articles show whether a noun is general or specific.

- use 'a' for a general term, and 'the' for a specific term.
- use 'a' before words that begin with a consonant, and 'an' with words that begin with a vowel (or sound like a vowel) to make them easier to say.
- use 'a/an' when we mention something the first time, and 'the' thereafter.
- singular, countable nouns require an article (or demonstrative adj.) before them. But not plural nouns, because 'a' means one.
- use 'the' with specific plural nouns.
- use 'the' in comparative structures.
- use 'the' with things that are unique, and with the names of some places.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-140>

Writing

In this Unit you've learned about living conditions in cities, and the way the climate crisis is affecting housing. Maria's story describes the struggle of ordinary people to persuade governments to listen to them and to act to improve the urban physical environment. Maria lives in Bishkek, the capital city of Kyrgyzstan.

Read Maria's story and write a response to it that incorporates what you know about the struggle for decent living conditions in cities and SDG11 Sustainable Cities and Communities. Write about:

- What motivated Maria to start collecting data about levels of air pollution in her city.
- What the data she collects is useful for.
- The outcomes of her persistence.
- Any other topic relevant to the challenges of city life and SDG11.

Champions of the Earth: Kyrgyzstan's Environmental Entrepreneur

When Maria Kolesnikova saw in 2017 a photo of Kyrgyzstan's capital Bishkek where the entire city was covered with smog, she decided to start raising awareness about environmental issues, to offer green solutions and to educate young people about all these topics.

"We wanted to understand more about what was in the air that we were breathing, and what data the city was collecting in order to try and make things better," said Kolesnikova. "But we didn't find any relevant, actual data – either it was not being collected or it was not being shared. So, we decided to produce data ourselves." Her organization Movegreen started with installing only three sensors, but now has expanded to a network of over 100 sensors to measure levels of fine particulate matter. The monitoring helps warn schools to keep their windows closed and educators to warn parents to keep their children from exposure to fine particulates. She also led the team to develop the AQ.kg mobile app, to allow everyone with easy access to timely data on air quality.

"Our data has been challenged, our methods have been challenged – by those who say that citizen monitoring data is unreliable," said Kolesnikova. "But we kept having meetings and we kept going back and now, they listen. The result of our work has been connection with the government, to improve environmental monitoring in Bishkek, to do a better job of monitoring and reducing emissions."

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

1. All SDGs interact with one another – by design they are an integrated set of global priorities and objectives that are fundamentally interdependent. In this Unit you've focused on SDG11 Sustainable Cities and Communities. Read the extract below from the 'Why this goal' paragraph at the start of the Unit that illustrates some possible overlaps (in brackets) with SDG11:

'Extreme poverty [SDG1] is often concentrated in urban spaces. Making cities safe and sustainable [SDG11] means ensuring access to safe and affordable housing and upgrading slum settlements. It also involves investment in public transport [SDG9]'.

Work in pairs or small groups and see if you can think of any other overlaps between the SDGs. Look at the 16 SDGs on the [Welcome page](#) to help you.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1615#h5p-142>

2. Read the summary and answer the questions that follow:

SDG11 Summary

There is a strong link between the quality of life in cities and how cities draw on and manage the natural resources available to them. To date, the trend towards **urbanization** has been accompanied by increased pressure on the environment and accelerated demand for basic services, infrastructure, jobs, land, and affordable housing, particularly for the nearly 1 billion urban poor who live in **informal settlements**.

Due to their high concentration of people, infrastructures, housing and economic activities, cities are particularly vulnerable to climate change and natural disasters impacts. Building

urban resilience is crucial to avoid human, social and economic losses while improving the sustainability of urbanization processes is needed to protect the environment and mitigate disaster risk and climate change.

Resource efficient cities combine greater productivity and innovation with lower costs and reduced environmental impacts, while providing increased opportunities for consumer choices and sustainable lifestyles.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. Cities are vulnerable to climate change and the impacts of natural disasters. Is there evidence of this in your local context?
2. More and more people live in urban environments, and extreme poverty is concentrated in urban spaces. Urbanisation is now being seen as a potent, and urgent, component of both anti-poverty and sustainability efforts. What measures, if any, are being taken in your local context to deal with these?
3. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Give me some examples of sustainable architecture designed to withstand climate change. Ask me my opinion about them.'
2. 'Give me some data about the number of natural disasters in [insert country]. Let's have a dialogue about these disasters and how much it costs to deal with them.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 9 and 10.

Looking Ahead to Unit 11

In Units 9 & 10 you've learned about the way some people have to struggle to gain work and decent housing. In the next Unit you'll look at struggles against unethical business practices, and at the struggle of indigenous people to reclaim ancestral territories.

1. What do you know about forced labour? Is it a problem in your local context?
2. What do you know about the situation of indigenous people in North America?

EXTENSION ACTIVITIES UNITS 9 & 10

UNITS 9 & 10 – City Life

- **SDG 8 – Decent Work and Economic Growth**
- **SDG 11 – Sustainable Cities and Communities**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG8 and SDG11 with *Go Goals* digital board game.

Go Goals is a ready-to-use board game developed by the United Nations that helps understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to Goal 8 and Goal 11 and answer the set of quiz questions that appear. Check your answers when you are done.

2. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these 4 Units.
-

Develop your Speaking

Design and deliver a Pecha Kucha (Japanese for chit-chat). This presentation format is based on using 20 presentation slides but only talking about each of them for 20 seconds (each presentation should be 6 minutes and 40 seconds long).

- Only still images on the slides – no text or videos

- Each slide only stays on the screen for 20 seconds only
- What you say should be about the slide that is showing

Choose one of the topics below and find 20 relevant images:

1. *What you've learned in these two Units:* Create a presentation with images of different topics or themes you have studied.
2. *One of the Goals:* Create a presentation with images based on one of the SDGs.
3. *A story:* Create a sequence of images of people places and things related to one or both of the SDGs.
4. *An initiative you would like to be involved with:* Research an initiative happening somewhere in the world. Create a sequence of 20 images.

Configure your slide timings so that the slides automatically change after 20 seconds. This will oblige you to be very concise!

You can practice recording/timing your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

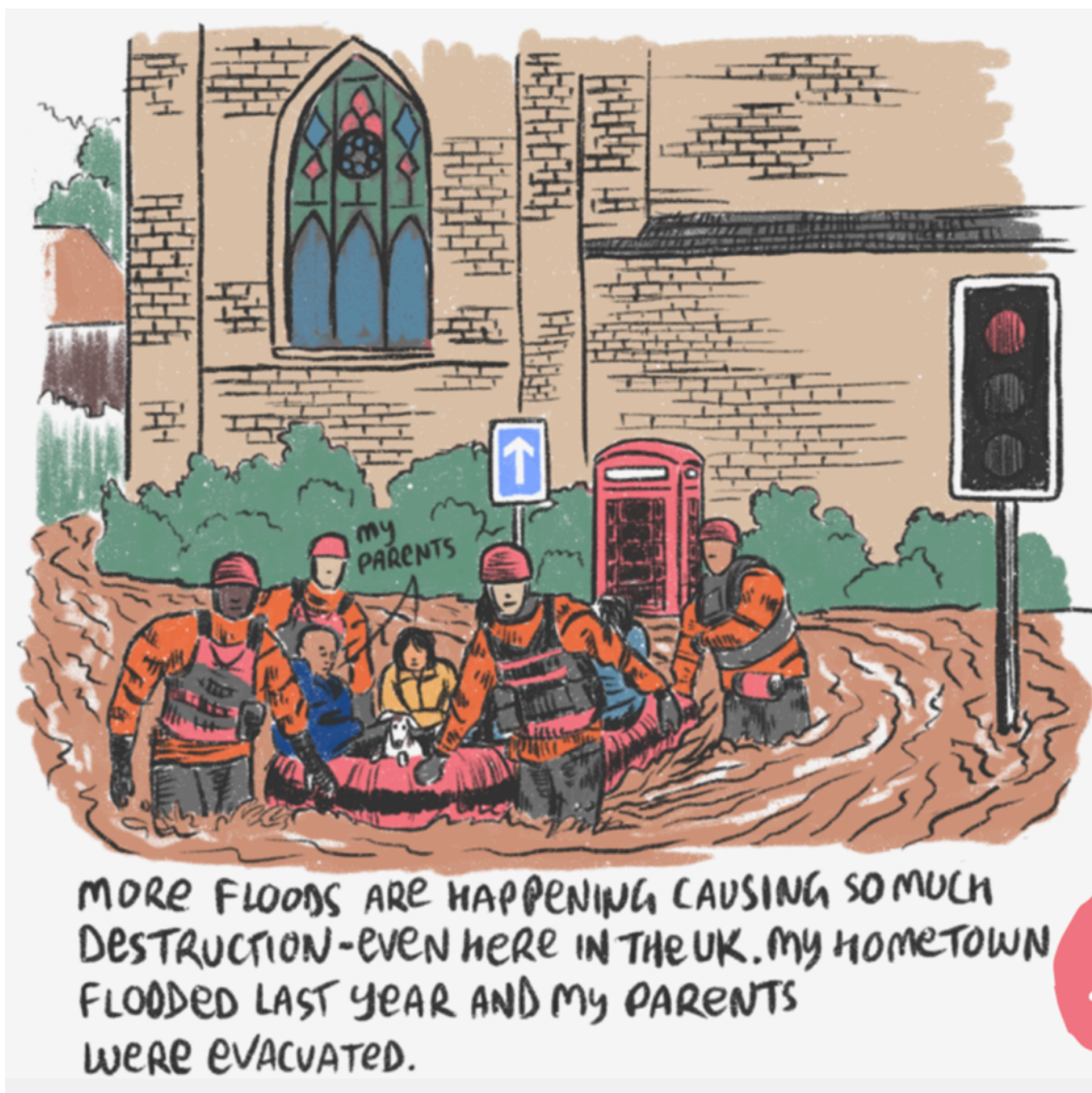
<https://openpress.sussex.ac.uk/developyourenglish/?p=1617#h5p-233>

Develop your writing

In the infographic in Unit 10 you learned that highly damaging environmental disasters in the US are becoming more frequent and more severe, and therefore more costly.

Read the graphic story and think about the effects of the climate crisis in developed countries, such as the US and the UK, and how they are able to respond, and the effects of the climate crisis in places like Ethiopia, as in the images.

Write a paragraph about the human cost of the climate crisis in all parts of the world, and what you think we need to do about it.



Develop your reading – Reading for interest

Access the link and read one (or more) of the texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from *The Conversation*:

- [The International Labour Organisation](#).
 - [Cities don't foster multiculturalism](#).
 - [The century of the sustainable city](#).
 - [Debt bondage, domestic servitude and indentured labour are still a problem in the world's richest nations](#).
-

Develop your vocabulary

BBC Learning English – [Air pollution shortens life](#).

Play an interactive web-based game

[Mission](#) is a single-player, 2D platformer designed to tell the stories of four men from the Ottawa Mission and create awareness about homelessness.

Develop your Listening

Access one (or more) of the links and listen to the text. Listen once for general idea and then listen again for detail, focusing on the parts that interest you.

Cities and housing

- The conversation, narrated text – [Most buildings were designed for an earlier climate. Here's what will happen as global warming accelerates](#).
- The Conversation podcast – how architects are hoping to [keep buildings cool as it gets hotter by resurrecting traditional architectural techniques](#). A transcript of the podcast is [available here](#).
- MIT undergraduate lecture – [Public Housing in the US](#) (34 mins)

Cities

- [UNESCO Many Voices One World podcast](#). ‘Why Architects are Looking to the Past to Build the Sustainable Cities of Tomorrow’
 - David Attenborough video and text [‘Cities that are saving the planet’](#).
-

Take action

1. Access the link to the ‘Take Action Today’ site for [Goal 8](#) and/or [Goal 11](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.
 2. Or choose an action from [The Good Life Goals](#).
 3. Or choose an action from [170 Actions](#).
-

Sing

Choose one (or more) of the songs to listen to. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

1. ‘Shift Work’ by Kenny Chesney and George Strait (2007)

The song is performed by Chesney and Strait and written by Troy Jones, who worked shift work in a paper mill for 20 years. This country song describes what it’s like working around-the-clock shifts: 11.00pm-7.00am, 7.00am-3.00pm, 3.00pm-11.00pm. It celebrates blue-collar work (manual work) as frustrating and physically exhausting, in which the only thing to be enjoyed is the money.

[You can find the song here on YouTube.](#)

2. ‘Cash in Your Face’, by Stevie Wonder (1980)

The song is about the housing discrimination black people can face, as some landlords refuse to rent to

them despite anti-discrimination laws, finding a range of excuses to say no. People have the ‘cash’ (money) but they can’t ‘cash in’ their face (trade the money for the apartment because of the colour of their face/skin). The lyrics appear below the video if you’d like to read as you listen.

[You can find the song here on YouTube.](#)

3. ‘Allentown’, by Billy Joel

This song can be called an anthem for blue-collar workers in America. This rock song was released in 1982, and it describes the decline of the steel industry in the rust belt of America. The song is about the impact of laying off on the workers. People who belong to the age of Billy Joel’s parents enjoyed a thriving working-class life after World War II industrial manufacturing, and their children were taught to expect at least as good as their parents.

The cheap labour went overseas when the opportunity dried up, and the union provided no protection. Group of workers headed up to the unemployment line since they were unable to meet the ends. These workers were mainly disillusioned by the American dream.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=1617#oembed-1>

To see the transcript click ‘watch on YouTube’. When you are in YouTube, click the 3 dots in the bottom right under the video and select ‘show transcript’.

4. ‘Where do the children play?’ By Cat Stevens

Go to the [lyricstraining website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the ‘go to web’ button at the top of the screen to get started. You don’t need to create an account – just click ‘maybe later’ when you see the prompt on the screen. Try the ‘intermediate’ level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the ‘advanced’ level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can’t catch it.

5. ‘Big Yellow Taxi’ by Joni Mitchell, 1970

‘Big Yellow Taxi’ was a hit in the UK at No.6 in the charts when it was released in 1970. The lyrics were inspired by a trip to Hawaii where Mitchell describes being heartbroken at the sight of parking lots as far as the eye could see. This song is timeless and despite its age it is still, unfortunately, very relevant today.

The line D.D.T is a reference to Dichlorodiphenyltrichloroethane, a pesticide that has detrimental

impacts on wildlife, water and human health. In her book 'Silent Spring', published in 1962, Rachel Carson had strongly opposed the use of DDT and questioned the logic of broadcasting potentially dangerous chemicals into the environment with little prior investigation of their environment and health effects.

[You can find the song here on YouTube.](#)

Something else?

Is there something you've spent time studying that hasn't been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Unit 11.

UNIT 11 DIGNITY: SDG16

Peace, Justice & Strong Institutions



Goal no. 16 of the 2030 Agenda for Sustainable Development aims to **promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.**

Click on the arrows to reveal more information about SDG16. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-143>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key Vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NOTE: there may be other versions of the word forms – these are the common forms in the context of SDG16). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To keep the peace	peace*	peacekeeper/maker	peaceful
To justify	justice		just
To sustain	sustenance		sustainable/sustained
To conflict with (smth/one)	conflict		conflicted
To be violent	violence		violent
To traffic	trafficking	trafficker	trafficked
To participate	participation	participant	participatory
To include	inclusion		inclusive
To have dignity/be dignified	dignity		dignified

*peacetime, peace offering

Introduction

In Units 9 and 10 you learned about the struggle many people experience to gain decent work and housing. In this Unit you’ll learn about the way people’s security and dignity are negatively affected by conflict, and by the unethical business practices of some institutions, and about the struggle of indigenous people to reclaim ancestral territories in Canada.

Data Visualisation – Positive peace

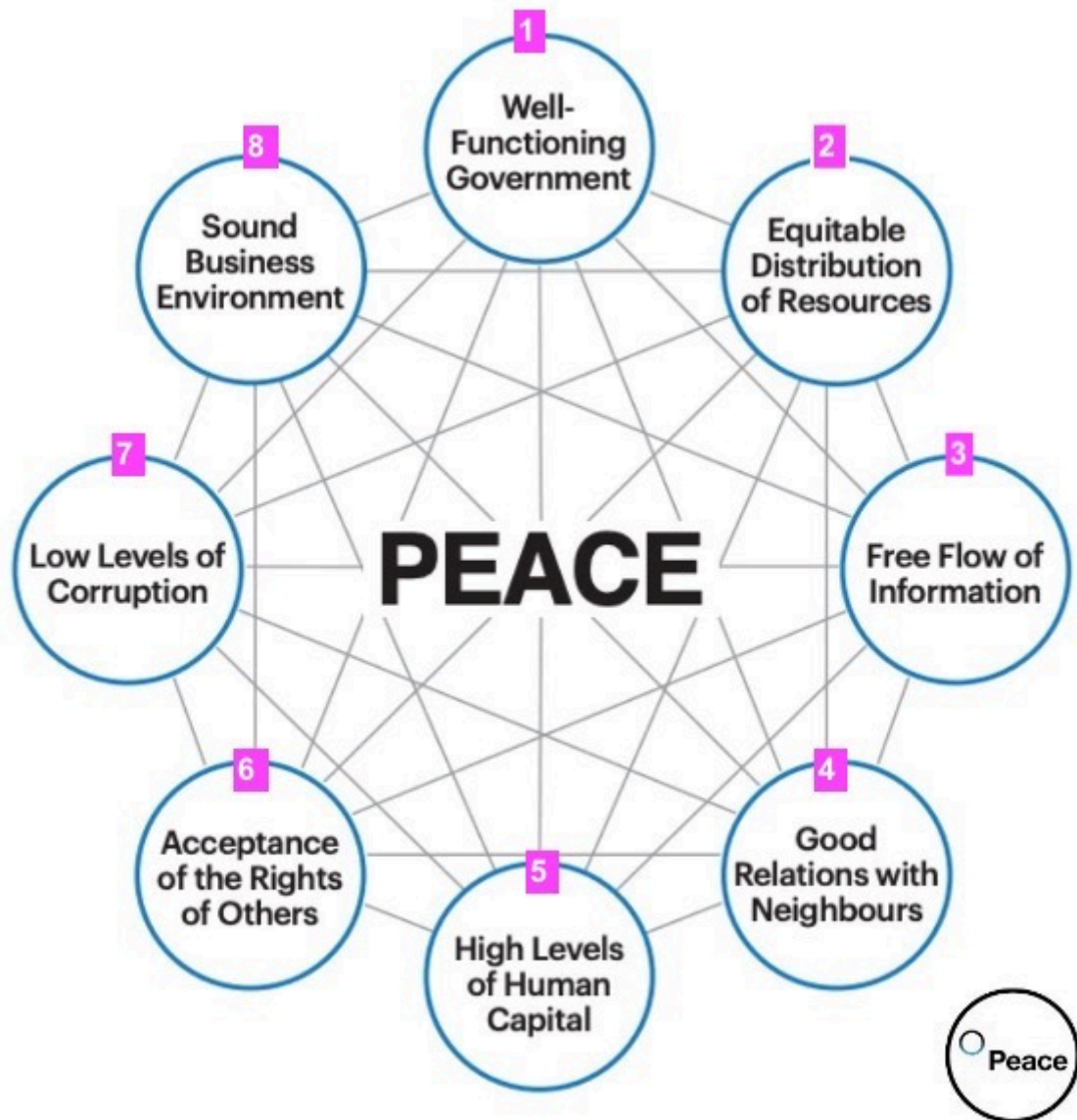
It is always useful to define the terms that we use. In this infographic you'll read about a way of defining peace. Peace is commonly defined as an absence of violence, but here Nonviolent Peaceforce, a non-governmental and non-profit organisation whose aim is to protect civilians in violent conflicts through unarmed strategies, define peace as a set of positive conditions that need to prevail. Read this extract from their website:

'We need to redefine peace. When we think about peace as the absence of violence we are merely thinking about negative peace. The pillars of peace [in the infographic below] sketch out positive peace and its 8 interconnected parts'.

Discuss

1. Do you agree that it would be useful to reconsider the definition of peace? Is 'an absence of violence' too limited a way of defining peace? Do you know of any situation where there is no obvious violence, but it is nevertheless not 'peaceful'?
2. Nonviolent Peaceforce note that while conflict is inevitable violence is not, and say they don't accept 'that security or dignity are acceptable collateral damage (injury inflicted on something other than an intended target) when tensions build.' To what extent do you agree with this statement?
3. The security and dignity of people are often damaged as a consequence of conflict. Have you witnessed this in your own local context or elsewhere?

Read the infographic and complete the activity below.



[Positive Peace](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-246>

Download the transcript here: [Unit 11 infographic transcript](#)

In your local context...

Which of the 8 pillars of peace from the infographic are well-established and which are precarious?

Pronunciation – Consonant clusters

In some words you can find two or more consonant letters or consonant sounds together. These are called consonant clusters. Being able to say groups of consonants is one of the core pronunciation features which aid mutual understanding when a non-native speaker of English talks to another non-native speaker.

Focus on 2 or 3 consonant sounds or letters occurring together

- At the beginning of a word, consonant clusters consist of two, or at most three, consonant sounds.
 - Examples of two-consonant clusters at the beginning of a word: black, class, create, place, trade, slum.
 - Three-consonant clusters at the beginning of a word always begin with the letter 's', e.g. screen, street.
- Two- and three-consonant clusters can also appear between vowels, e.g. justice, sustainable, conflict, or at the end of a word, e.g. participant, understand.

Practice

If your first language does not allow so many consonants together without intervening vowel sounds, consonant clusters can be difficult to pronounce and this can lead to communication difficulties.

Listen and repeat these words, making sure not to introduce a vowel sound between the consonants in the cluster.

Play the audio here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-229>

Two-consonant clusters:

- **in**jury
- ju**st**ice
- in**st**itutions
- men**t**al
- dig**ni**ty
- a**s**k

Three-consonant clusters:

- **str**ong
- **sp**lit
- con**fl**ict
- demon**str**ate

Reading – Speak up and eliminate forced labour – business can be ethical and profitable

Before you read

1. In the Listening in Unit 9 you heard about the treatment of foreign workers in Canada, and learned vocabulary to do with work status. Can you give a definition for the term ‘tied work permit’, associated with forced labour?
2. The title of the text states that businesses can be both ethical and profitable. To what extent do you agree with this statement?
3. In paragraph one there is a quote from Indra Nooyi, chairman and CEO of PepsiCo, when she was speaking at the World Economic Forum. She called on business leaders to change the dialogue from ‘what we do with the money we make’ to ‘how we make the money’. What point do you think she was trying to make?
4. Companies like to present themselves to consumers as responsible, and many have Corporate Social Responsibility (CSR) policies, which include things such as making socially and environmentally conscious investments. Can you think of any other CSR policies that companies have?





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-145>

Read for detail: Vocabulary – Forced labour

Scroll down to find the text and complete the reading task.

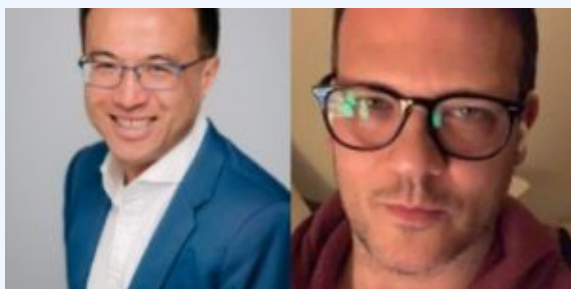


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-146>

THE CONVERSATION [CC BY ND](#)

Speak up and eliminate forced labour – business can be ethical and profitable



Terence Tse, Professor of Finance at Hult International Business School Dubai, & Mark Esposito, Professor of Business & Economics and Director of the Futures Impact Lab at Hult International Business School, Dubai

When Indra Nooyi, chairman and CEO of PepsiCo, was speaking at the World Economic Forum in Davos in January this year, she

called on business leaders and industry captains to change the dialogue from “what we do with the money we make” to “how we make the money”. The idea was that companies can run in an ethical way and be profitable at the same time. Even better, we think, if companies tightly focus their energies to concentrate on areas where genuine change can be made.

This may sound like old wine packaged in a new bottle – after all, many organisations have been practising corporate social responsibility (CSR) for a long time, with very little real impact. This is not that surprising. Such efforts are often a response to external pressure and are designed to enhance a company’s reputation, rather than re-orient a firm to make social benefits a part of business decisions. The CSR departments get a budget, but it is not being put to good enough use.

Businesses that truly care about wider society should be taking aim at particular examples of social injustice and using their corporate muscle to eradicate it. Sadly, there is a lot of social injustice to choose from. Here, we would like to pinpoint one of the biggest ones: human trafficking and forced labour. Most of us associate trafficking with human trafficking for sexual exploitation. Yet, according to the latest UN report, there is more forced labour than any other form of human exploitation in Africa, the Middle East, South and East Asia as well as the Pacific.

Out of sight

Human trafficking is an issue that we don’t see and therefore it is remote to many of us – so far removed from our daily lives that we are mostly unconcerned with it. Nevertheless, we are all implicated. We all have mobile phones that contain an ingredient called coltan. Coltan is only available from mines in Democratic Republic of the Congo rife with slavery and child labour. While we may be surprised to read this, there is a good chance that products that fill our shops in the developed world are the result of forced labour.

Human trafficking happens everywhere, even in supposedly well-developed countries. Take, for example, Singapore. The US State Department points out that many foreign workers in the country have assumed debt associated with their employment to the recruitment agencies, making them vulnerable to forced labour, including debt bondage. There were also reports of confiscation of passports, restrictions on their movement, illegal withholding of their pay, threats of forced repatriation without pay as well as physical abuse.

Certainly, NGOs have called for tougher penalties against errant companies and governments. However, legislation against human trafficking still varies widely from country to country. In addition, many politicians may prefer to look away from the issue, fearing that they would upset businesses. Indeed, even when the political will exists, NGOs and governments are often unable to turn it into action. Therefore, we would urge companies and consumers alike to take the initiative themselves.

Taking responsibility

The financial crisis has shown us that our brand of shareholder capitalism can be detrimental to our societies. Of course, the argument runs that businesses pay a lot of taxes, keep people employed and make new investments; companies are already making significant contributions to society. However, this view effectively assumes that anything that is outside the scope of the firm is not the firm's responsibility. Companies cannot, and should not, be responsible for taking care of society as a whole, but they should do their utmost to eliminate and prevent social harms and problems linked to their activities. Sadly, while many firms have been addressing human trafficking, many more have not.

The Rana Plaza Tragedy in Savar, Bangladesh in May 2013 provided a tragic illustration of the problem. The products for many world-famous brands were manufactured under the roof of the collapsed factory. One would imagine that that these companies would have sufficient processes in place to preclude labour exploitation. Yet, in addition to being paid only €38 a month, labourers had to work in dire conditions. Poverty drove them into situations where they couldn't say "no" for fear of losing their jobs. Young people and children effectively work in forced labour conditions – these young "helpers" earned 12 cents an hour, while "junior operators" took home 22 cents an hour or \$10.56 a week and senior sewers received 24 cents an hour or \$12.48 a week.

Perhaps more incredibly, it was reported that at least one famous brand was unsure whether or not its products were made there. Companies may pride themselves on their ability to manage complex supply chains and outsourcing. However, very often, they lack the necessary processes and routines to check whether their contractors are exploiting labour.

Consumer power

Responsible companies would be asking what steps they are taking to ensure that their entire supply chain is free from unfair and unethical labour practises, especially those outsourced abroad. But it is an open question of how far brands go to monitor suppliers and whether they take full responsibility for the conditions in which those employed by third-party contractors are working? This needs to be discussed publicly. Otherwise, companies that believe they are working for the good of society may have inadvertently supported some forms of exploitation in distant parts of their value chains.

And of course, we, as consumers, should start to question our ceaseless demand for dirt cheap products. We are feeding companies' drive to source as cheaply as possible. The extra pound, dollar or euro in our pocket could easily come at the expense of someone's suffering, or as the disaster in Savar shows, someone's life.

Human trafficking of any sort, and not just forced labour, is modern-day slavery. We should

not allow it to perpetuate any further. A good first step is to not shut up about it. Speak up. Because in the end, we, companies and consumers alike, are responsible for everything we do – and everything we don't.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

After you read – oral summary

Without looking at the text again work with a partner and take it in turns to make an oral summary of some of the main points, incorporating at least four of these terms:

unethical labour practices	human exploitation	child labour
human trafficking	debt bondage	social injustice
forced labour	modern slavery	

In your local context...

In Unit 1 you considered consumer patterns. Are you part of a society that drives the endless demand for more stuff, or part of one that suffers from it? The text illustrates the interaction between SDG12 Responsible Consumption and Production and SDG16 Peace, Justice and Strong Institutions. Re-read this extract and relate it to your own experience.

'And of course, we, as consumers, should start to question our ceaseless demand for dirt cheap products. We are feeding companies' drive to source as cheaply as possible. The extra pound, dollar or euro in our pocket could easily come at the expense of someone's suffering, or as the disaster in Savar shows, someone's life'.

Function – Demonstrating logic

Focus on sentence connectors to demonstrate logic

Sentence connectors help to connect ideas in a logical way. Connectors demonstrate a wide range of functions, including making it clear to your reader/listener when you are adding information, comparing or contrasting, emphasising, qualifying, talking about cause and effect, sequencing, summarising, etc.

1. In Unit 2 you learned connectors for comparing and contrasting, and in Unit 4 you learned ways to express caution. How many of the connectors can you remember? Do this matching task to check your knowledge. Click the 'start' button, then drag and drop each of the phrases in the boxes at the top into the appropriate box underneath.

<https://wordwall.net/resource/17882989>

2. In paragraph 6 in the text ('Speak up and eliminate forced labour') each sentence begins with a connector. Read the paragraph (copied below) noticing the connectors **in bold** and decide what function each one performs. Choose the correct one from the list:

emphasis contrasting information consequence additional information

'Certainly, NGOs have called for tougher penalties against errant companies and governments. **However,** legislation against human trafficking still varies widely from country to country. **In addition,** many politicians may prefer to look away from the issue, fearing that they would upset businesses. **Indeed,** even when the political will exists, NGOs and governments are often unable to turn it into action. **Therefore,** we would urge companies and consumers alike to take the initiative themselves.'



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-224>

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-147>

Listening – Indigenous land defenders (7 mins)

THE CONVERSATION

Credit: [The Conversation](#), Don't Call Me Resilient, 6. Ibrahim Daair, Culture + Society Editor and Vinita Srivastava, Host + Producer, Don't Call Me Resilient | Senior Editor, Culture + Society. Licence: [CC BY ND](#)



Anne Spice,
Acting Assistant
Professor,
Geography,
Toronto
Metropolitan
University,
Canada

You'll hear Ellen Gabriel, who has been resisting land encroachment for 31 years and was at the centre of the 1990 Kanehsatake resistance, a 78-day stand-off to protect ancestral Kanien'kéha:ka land in Québec, Canada, and Anne Spice, who is Tlingit from Kwanlin Dun First Nation, and was recently on the front lines in the defence of Wet'suwet'en Land. After she was arrested in 2020 a viral video showed the Royal Canadian Mounted Police pointing a gun at the land defenders. In the video Spice can be heard shouting 'we are unarmed, and we are peaceful'.

Before you listen

1. What do you think?
 - Gabriel and Spice are at the forefront of the battle for Indigenous land rights. Their fight is fundamentally about survival and the right to live openly on what is stolen land. What do you know about Canadian Indigenous Peoples and their struggle for land rights?

- Gabriel explains that ‘the women are title holders to the land and the protectors of the land. And the men’s obligation is to protect the women who are protecting the land’. What do you think the difference is between viewing yourself as a ‘title holder’ to the land, and being a landowner?
 - Spice says ‘I think the land defender is not a title that you claim for yourself. It’s an action. And it’s about the practice of actually being on the land and reclaiming ancestral territories and territories that are under attack’. What do you think she means?
2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: land (24), people (10), think (6), know (6), work (5), indigenous (5), government (5), women (4), teachings (4), responsibilities (4), protect (4). With the title in mind (‘Indigenous land defenders’) create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen for main idea

Play the audio here



An interactive H5P element has been excluded from this version of the text. You can view it



online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-148>

(Or access [The Conversation podcast](#) and listen from 2.25 mins to 9.32mins).

Listen once all the way through and make very brief notes about the struggle the women face (don't try and write down exactly what you hear). When you have finished work in pairs and summarise what you think the main points that Gabriel and Spice are making. Give your partner feedback on their summary, adding any points they may have missed, or discussing any that you understood differently.

Listen for detail: Vocabulary – Confrontation

con·fron·ta·tion /ˌkɒnfɹənˈteɪʃən \$ ˌkɑːn-/ ●○○ **noun** [countable, uncountable] 🔊



- 1 a situation in which there is a lot of angry disagreement between two people or groups

🔊 She had stayed in her room to avoid another confrontation.

confrontation with/between

🔊 an ideological confrontation between conservatives and liberals

- 2 a fight or battle

military/violent/armed confrontation

🔊 Japan seemed unlikely to risk military confrontation with Russia.

[Dictionary definition of the noun 'confrontation'](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-148>

Listen again and as you listen complete the summary by writing a word/phrase from the list into the gaps. NOTE that the summary is a shortened version of the audio and the activity is a test of listening for small detail. You may need to pause the audio when you hear a relevant part, therefore.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1619#h5p-247>

Download the transcript here: [Unit 11 Listening transcript](#)

Writing

In this Unit you've learned how peace can be defined and heard from indigenous women who are defending ancestral lands in Canada. Myrna lives in a conflict hotspot in the Philippines and her story illustrates the work of Philippine women to promote peace.

Read Myrna's story and write a response to it that incorporates what you know about definitions of peace and SDG16 Peace, Justice and Strong Institutions. Write about:

- Myrna's experience of conflict.
- How she helps protect women and children from male violence.
- Her work to promote peace in the area and your view about how useful local, community-based projects are.
- Any other topic relevant to conflict and peace processes and SDG16.

Women as Bringers of Peace

Lagunde, Pikit, North Cotabato, is one of the identified conflict hotspots for more than 40 years located in the Philippines. A mother of four, Myrna has witnessed with her own eyes how communities and families shatter in conflict and violence. "I can still remember that day. We were all in a hurry to flee our homes, and I was still pregnant with my first child," shares Myrna.

Myrna is a devoted member of the Social Welfare Committee of Barangay Lagunde. Once a week, she would gather with all Muslim mothers to transfer her knowledge to make sure that their families are cared for. More importantly, she is helping with the advocacy for the prevention of Violence Against Women and Children.

Currently, she is also taking part in the "Promoting Conflict Prevention, Social Cohesion and Community Resilience in BARMM" [Bangsamoro Autonomous Region in Muslim Mindanao] in the Time of COVID-19 with 252 other community leaders. In this programme, community leaders work with other leaders from local government and community-based organizations to promote peace as the pandemic coincides with the political transition period, following the formal establishment of the BARMM in 2019 through the ratification of the Bangsamoro Organic Law.

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and discuss the question that follows:

SDG16 Summary

Strengthened institutions, rule of law and enforcement contribute to supporting the implementation of **multi-lateral environmental agreements** and progress towards internationally agreed global environmental goals.

A better understanding of the links between environment and **human security** is vital for effective **conflict prevention**, post-conflict reconstruction and promotion of peaceful and inclusive societies. In the past 60 years, 40 per cent of conflicts have been tied to natural resources and these are twice as likely to **relapse** into conflict within the first five years.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

Climate change is not a direct source of conflict, but is seen as a threat multiplier that exacerbates resource scarcity and existing vulnerabilities (i.e. the effects of climate change interact with other pre-existing threats and drivers of instability to contribute to security risks). In recent times violent conflicts have been tied to the exploitation of natural resources, whether high-value resources like timber, diamonds, gold, minerals and oil, or scarce ones like fertile land and water.

1. In your local context what evidence is there of climate change acting as a threat multiplier?
2. In your local context what evidence is there of conflict arising from competition for natural

resources?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about whether businesses can be both ethical and profitable. Give me some examples of businesses that seem to behave ethically but are also highly profitable and we'll have a conversation about them.'
2. 'Let's have a conversation about societies that drive the endless demand for more consumer products. Tell me about countries where consumer demand for goods is high, and compare them to countries where workers must tolerate low pay and poor working conditions to try and satisfy this demand. Give me lots of opportunities to respond and ask questions.'

Looking Ahead to Unit 12

In Unit 12 you'll learn about the struggle to safely access clean running water that people, invariably women, experience in many parts of the world.

- Many women walk miles each day to carry water home, and this gender-specific role has a severe impact on every aspect of their lives. Can you predict what some of these impacts might be?
- What kind of business practices do you think might arise when an essential resource such as water is scarce?
- Have areas of your country ever suffered from drought or water scarcity?

Use the menu bar on the left hand side of the screen to access Unit 12

UNIT 12 DIGNITY: SDG6

Clean Water and Sanitation



Goal no. 6 of the 2030 Agenda for Sustainable Development aims to **ensure availability and sustainable management of water and sanitation for all.**

Click on the arrows to reveal more information about SDG6. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-150>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023). All rights reserved.

A reminder that links in this e-book do not open in a new tab. If you click on any of the links to a webpage, click the back button in your browser to return here.

Key Vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG6). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To equalise	equity	equitable
To be scarce	scarcity	scarce
To sanitise	sanitation	sanitary
To irrigate	irrigation	irrigated/irrigational

Introduction

In this Unit you’ll find out about aspects of the global water crisis. You’ll learn about the struggle to access drinking water that many people experience, and how this impacts women and girls in particular. You’ll also learn about unethical business practices associated with the sale of water.

1. The company aQysta was founded by three engineers who developed renewable hydro-powered pumps to help farmers with irrigation. Watch the animation (1.5mins) (or read the transcript if you are unable to access the animation: [aQysta Barsha Pump transcript](#)) and complete the tasks.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=1621#oembed-1>

2. Read this sentence and decide what you think the term ‘commons’ means:

‘Water has to be **a commons**, because it is the basis of all life’.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-216>

3. Read this summary, and at each of the four points indicated, identify an SDG associated with the use of the pump that overlaps with SDG6 Clean Water and Sanitation. Use the list of SDGs on the [Welcome page](#) to help you.

The Barsha pump is a water pump that does not require any fuel or electricity¹ to be operated, runs at zero operating cost², and doesn't emit any greenhouse gas³. It can be used to irrigate food crops⁴.

4. Do you know of any innovative methods of dealing with water scarcity in your local context or elsewhere?

Listening – A closer look at the informal water market in Kenya (4.5 mins)

THE CONVERSATION

Credit: [The Conversation](#), Pasha 81. Ozayr Patel, Digital Editor. Licence: [CC BY NC ND](#)



Professor
Anindita Sarkar,
Department of
Geography,
University of
Delhi, India.

Water is a scarce resource and in certain parts of Nairobi Kenya, it is difficult to get. In this listening you'll hear Prof. Sarkar talking about how this has created a market for informal vendors (sellers) to exist. These

vendors profit from the poor in ways which are not always ethical, and yet the vendors are necessary because they provide people with water which they would normally struggle to access.

Before you listen

1. Note these acronyms:

ATM – Anytime Water Machine. A water dispensing system powered by solar energy or through electrical energy. **NGO** – Non-governmental Organisation. A non-profit organisation that operates independently of any government – typically one whose purpose is to address a social or political issue.

2. In Unit 5 you learned about SDG5 Gender Equality and how a person's gender affects their life chances. In this listening you'll hear about the struggle to safely access clean running water that women in some parts of the world experience. Carrying water home, often over long distances, is a gender-based role that has a significant impact on the lives of women and girls, with girls often having to drop out of school to help their mothers collect water. What is your view of this?
3. Can you predict some of the business practices that might arise in a situation where a commodity such as water is scarce but also essential?
4. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: water (41), informal (7), market (6), ATMs (6), sell (4), private (4), people (4), buy (4), vendors (3). With the title in mind ('A closer look at the informal water market in Kenya') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-154>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-174>

Download the transcript here: [Unit 12 listening transcript](#)

Reading – India: why collecting water turns millions of women into second-class citizens

Before you read

1. In the listening in Unit 6 ('Women in the Indian parliament'), the infographic in Unit 8 (The global education crisis), and the reading in Unit 10 (Affordable housing proves life-changing for the urban poor) you learned the word 'caste'. Can you give a definition?
2. Read the title and explain the term 'second-class citizen'.
3. Water collection is a gender-specific role that has a severe impact on every aspect of women's lives. Can you predict what some of these impacts might be?

Skim read & Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-156>

THE CONVERSATION [CC BY ND](#)

India: why collecting water turns millions of women into second-class citizens



Dr. Gayathri D Naik, Assistant Professor of Law, National Law School of India University

Introduction

A family in India needs fresh water. But this family can't just turn on a tap. Instead, the women in the household must walk to fetch it, sometimes travelling miles carrying plastic or earthenware pots, possibly with a child or two in tow, to the nearest safe source – regularly repeating the journey up to three times a day. In the scorching summer months of April and May, when temperatures regularly exceed 40C, it is a particularly gruelling daily ritual – and when they get home they must complete their other household chores: cooking, washing, bringing up the children, even helping on the family farm.

These women are reminiscent of the many-armed Hindu goddess, Durga – they have so many daily tasks, they could doubtless do with an extra set of hands. But they aren't the exception. This is the reality for millions of women in India. From the Western Ghats and the mountainous north-east to the arid desert state of Rajasthan, women across the country act as water collectors. And this gender specific role has a severe impact on every aspect of their lives, from their health and social life to education and their ability to have a real say in the community.

It is estimated that 163m Indians still don't have access to clean, running water. Until that's fixed, this significant national problem will prevail, with women paying the biggest price.

A woman's burden

Water collection in India is a woman's job, irrespective of her physique – and there's no respite, even when she's menstruating, ill, or has something else to do. As groundwater resources are placed under increasing pressure due to over-reliance and unsustainable consumption, wells, ponds and tanks can also regularly dry up, escalating the water crisis

and placing a greater burden on women to travel long distances. Access to unsafe drinking water also results in the spread of water-borne diseases. And women are often the first victims of both water scarcity and water pollution.

In urban areas, long queues of women with colourful plastic water pots are eye-catching. But such images also highlight problems of water scarcity and the long waits they endure for the water tankers that deliver it in cities.

Urban woman, especially on the outskirts of cities and in slum areas, face the particular burden of this water scarcity. In some areas, water is occasionally supplied in the middle of the night, meaning that these women are deprived of sleep and their productivity is affected. Indeed, there are women in the global south who are denied education purely because they have to collect water rather than go to school. In fact, one report revealed that almost 23% of girls in India drop out of school on reaching puberty due to a lack of water and sanitation facilities.

When girls have to drop out of school to help their mothers collect water and perform other household tasks, they are denied their right to education – which is now a fundamental right under Article 21A of the Indian Constitution. The saying goes: “Educate a woman, and she shall educate her family” – well, not these women. And because they’re missing out on the opportunities education provides, so are their other family members.

Collecting water is an irksome journey, especially in dry areas during heat waves. But it can be a dangerous one, too. Women may risk physical attack, for example, or abuse. The situation is made worse by the lack of adequate sanitation facilities both at home and en route to the water source. And things are even worse for women from the lower strata of society who are even denied access to water sources like public wells. This caste discrimination persists even though the Indian Constitution – which ensures equal access to public wells without any discrimination based on religion, race, caste, and sex – is 70 years old.

What the law says

India is a federal democratic country divided into the centre (or union government), 29 states, and seven union territories. The power to make laws is divided between the union government and the states as per Schedule 7 of the Constitution of India, 1950. Accordingly, state governments can legislate on issues related to water, except for those matters involving inter-state rivers and water disputes.

However, the central government has also initiated several programmes and policies to ensure universal access to water in rural and urban areas, such as the National Rural Drinking Water Programme. Access to water is, after all, a fundamental right, covered by the “right to life” that is guaranteed by the Constitution. Indeed, Indian law far predates the

international human rights regime on this. The broader human right to water was only recognised in 2002 under General Comment 15 of the UN Committee on Economic, Social and Cultural Rights (CESCR).

The three obligations on states regarding the human right to water – “respect, protect and fulfill” – have been recognised by the Indian courts in several cases (such as Subhash Kumar v State of Bihar, 1991 and Vishala Kochi Kudivella Samprakshana Samiti v State of Kerala, 2006). However, there is no legislation in India that explicitly recognises and implements this fundamental right to water. Instead, every five years, each new government brings with it its own pet programmes for water supply – and none of them have genuinely addressed the issue of water collection for women nor suggested any practical way to ease their burden.

How to tackle the crisis

Several parts of India face severe water scarcity and drought during the summer months. The reason for this water scarcity lies at the grass-roots level – unsustainable water consumption and unscientific ways of managing water supply. Traditional water sources and groundwater recharging points, such as tanks, ponds, canals and lakes, are either neglected, polluted or used or filled in for other purposes.

Only with the constructive involvement of all of society’s stakeholders can this problem be solved. And it must be solved soon. With the increasing threat of climate change, water scarcity could soon be an irreparable issue – and not just for women, but for everyone in society.

NB *This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in The Conversation, which should be used for reference and sharing.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-158>

Vocabulary – Synonyms: Talking about difficult or unpleasant tasks



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-157>

Grammar – Impersonal passive

The passive voice is often used when the writer wants to highlight the focus of an action, rather than the person or thing that caused it. There are several examples In the text ('Why collecting water turns millions of women into second-class citizens') of the passive voice being used **to avoid mentioning** the doer of the action, as in this sentence:

'It is estimated that 163m Indians still don't have access to clean, running water'.

Grammar focus – The impersonal passive

'It is estimated that 163m Indians still don't have access to clean, running water'.

The impersonal passive is used when we don't want to, or are unable to, cite legitimate sources for what we are saying. In this case the writer doesn't want to cite, or doesn't know the source of this statistic.

We use the structure: **It + passive verb (be + past participle) + that clause**

This structure is a formal way of reporting thoughts, beliefs and opinions and is common in media reporting, though note that for writing to remain ethical the passive voice should not be used to obscure a source or avoid accountability by failing to name them.

Practice

Complete each of the common impersonal passive constructions with your own idea or opinion about the role of women and girls in water collection. The first one has been done as an example.

- **It is estimated that** 163m Indians still don't have access to clean, running water and women pay the biggest price.
- It is expected that...
- It is known that...
- It is fair to say that...
- It is believed that...
- It is thought that...

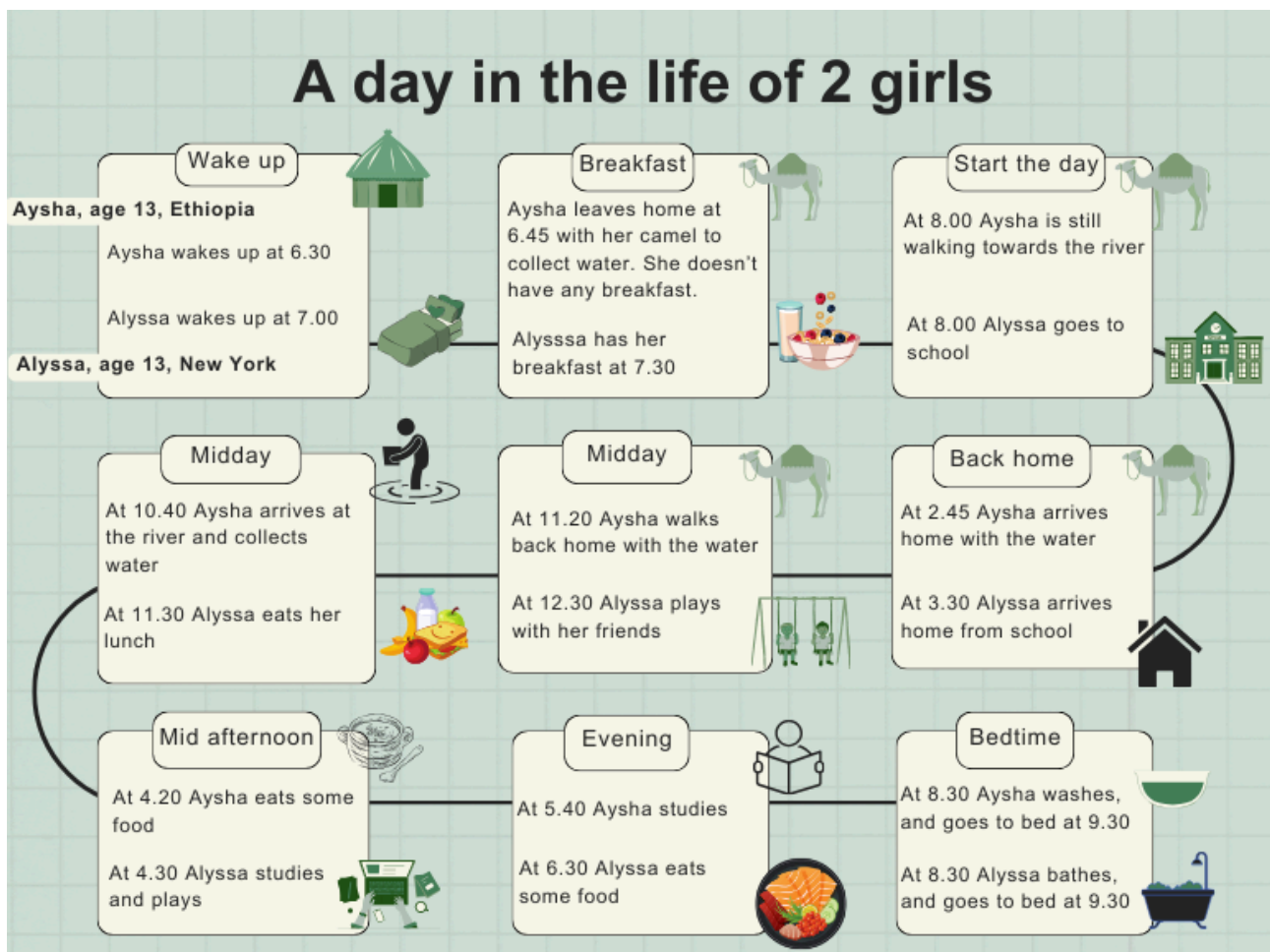


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-159>

Data Visualisation – A day in the life of two girls

In both the reading and the listening you learned that water collection is a gender-specific role that has a severe impact on every aspect of women's and girl's lives. In this infographic the daily routines of two girls – Aysha in Ethiopia, and Alyssa in the USA – are contrasted to show how water insecurity can exacerbate inequalities. Read the infographic and find out how water collection impacts Aysha's life, and how her daily routine compares with Alyssa's.



A day in the life of two girls



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1621#h5p-221>

The infographic is based on information in this report: United Nations Children's Fund (2017) *Thirsting for a Future: Water and Children in a Changing Climate*. Figure 12, pp. 36-37, and is designed to show how much time women and girls spend collecting water, and how that can affect how much time they have to do other things such as go to school. It's not an exact representation of how time is spent.

Download the transcript here [Unit 12 Infographic transcript](#)

Writing

In this Unit you've learned about water scarcity and the burden of water collection on women and girls. This story of communities in Jamaica who regularly suffer drought illustrates how improving water security has benefits not just for health and food production, but for school attendance, cost of living, and environmental protection.

Read the story about Clarendon in Jamaica and write a response to it that incorporates what you know about the struggle to access water and SDG6 Clean Water and Sanitation. Write about:

- The problem of water scarcity in this local context.
- The solutions.
- The outcomes.
- Any other topic relevant to the challenges of water scarcity and SDG6.

Local Communities in Northern Clarendon, Jamaica, Benefit from Improvements in Water Security and Sanitation

Residents in communities of Northern Clarendon, Jamaica, are facing water stress. Without water, sanitation and hygiene are at risk; food production is hampered; and school attendance rates are also affected.

The United Nations Environment Programme Cartagena Convention Secretariat partnered with the Clarendon Parish Development Committee Benevolent Society (CPDCBS) to implement sustainable solutions to address water scarcity, sanitation, and build community awareness about environmental protection and pollution reduction. Efforts included the installation of rainwater harvesting systems, handwashing stations, wastewater reuse systems, and labelled waste disposal bins to encourage recycling in schools.

Gutters were installed to catch rainwater and fill tanks. A solar power system was also set up at the schools to pump water from the tanks, which will contribute to less dependency on petrol and fossil fuels.

"Before this programme, we had severe water challenges, especially this time around. The drought can be harsh on us and we have to purchase water which is very expensive, and considering the fact that the cost of fuel is going up then you know that the cost of water will also go up. At this point, all our tanks are catching their own water and this will build our water capacity. We are just waiting on the rain to fall," said Ms. Aldith Stewart, Principal of Park Hall Primary and Infant school.

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and answer the questions that follow:

SDG6 Summary

Sustainable management of water resources and access to safe water and **sanitation** are essential for unlocking economic growth and productivity, and provide significant leverage for existing investments in health and education. The natural environment, e.g. forests, soils and wetlands, contributes to management and regulation of water availability and water quality, strengthening the resilience of watersheds and complementing investments in physical infrastructure and institutional and regulatory arrangements for **water access**, use and disaster preparedness. **Water shortages** undercut food security and the incomes of rural farmers, while improving **water management** makes national economies, the agriculture and food sectors more resilient to rainfall variability and able to fulfil the needs of growing populations. Protecting and restoring water-related ecosystems and their biodiversity can ensure water purification and **water quality standards**.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. In Units 11 and 12 you've seen how the failure to meet SDG16 Peace, Justice and Strong Institutions and SDG6 Clean Water and Sanitation leads to an absence of dignity in many people's daily lives. What absences of dignity are visible in your local context?
2. Improved drinking water, sanitation and hygiene play an underpinning role in human progress, including health, education and poverty reduction. Can you think of overlaps between SDG16,

SDG6 and any other SDG? Use the table on the [Welcome page](#) to help you.

3. Can you give a definition or a synonym for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here is a prompt related to this Unit:

'Let's have a dialogue about water collection. Give me your opinion about the way it negatively impacts the lives of women and girls in many countries, and ask me about my opinion.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 11 and 12.

End of Section 3 – Struggle

This is the end of Section 3. Think about:

- Four key things that you found out by working through the topics (SDG8 Decent Work and Economic Growth, SDG11 Sustainable Cities and Communities, SDG16 Peace, Justice and Strong Institutions, and SDG6 Clean Water and Sanitation).
 - One language skill that you think you have developed a bit further.
 - Some new vocabulary items that you have mastered (i.e. you can remember them and use them appropriately).
 - An area of language that you would like to develop further.
 - Any lifestyle change that is possible in your context to help achieve the aims of one or more of these SDGs.
-

EXTENSION ACTIVITIES UNITS 11 & 12

Units 11 & 12 – Dignity

- **SDG 16 – Peace, Justice and Strong Institutions**
- **SDG 6 – Clean Water and Sanitation**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG16 & SDG6 with Go Goals digital board game

Go Goals is a ready-to-use board game developed by the United Nations that helps you understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 16 and goal 6 and answer the set of quiz questions that appear. Check your answers when you are done.

2. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these 4 Units.
-

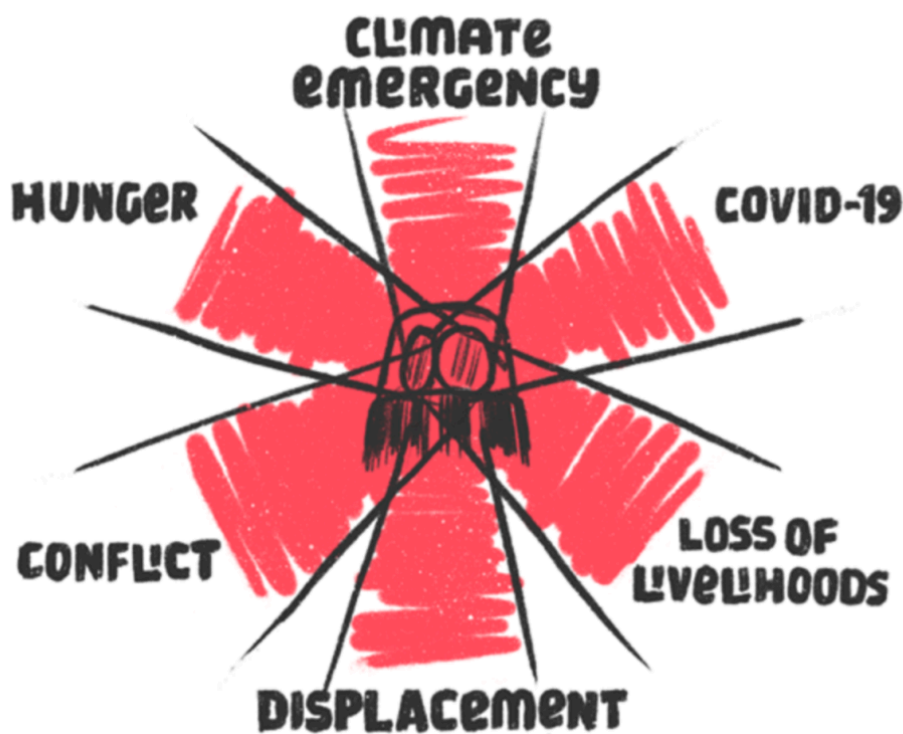
Develop your writing

In the Speaking section of Unit 11 you learned that the effects of climate change interact with other pre-existing threats and drivers of instability to contribute to security risks. Read the graphic and think about ways the climate emergency interacts with the other factors listed there.

Write a paragraph about the interaction between climate and peace. Use some of the terms and

definitions from the 8 Pillars of Positive Peace infographic, as well as any ideas you had in response to the discussion questions in the Speaking section.

Amrita's Story:
Sounding the
Siren: Preparing
Humanitarian Aid
for the Climate
Emergency



THE SIREN IS SOUNDING. THE CLIMATE EMERGENCY EXACERBATES EXISTING ISSUES AND INJUSTICES, CAUSING A CONVERGENCE OF CRISES.

Develop your reading – Read for interest

Access the link and read one (or more) of the texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from The Conversation:

- [Oklahoma is and always has been native land.](#)
- [Why Kenya's urban poor are exploited by informal water markets](#) (this text accompanies the listening in Unit 12)

From UNHCR

- [The 1951 Refugee Convention and its 1967 Protocol are the key legal documents that form the basis of UNHCR's work.](#)

Develop your listening

Access one (or more) of the links and listen to the text/video. Listen once for general idea and then listen again for detail, focusing on the parts that interest you.

1. In the listening in Unit 11 you heard from Anne Spice. This video includes the clip mentioned in the introduction to the listening which shows the Royal Canadian Mounted Police pointing a gun at the land defenders and Spice can be heard shouting ‘we are unarmed, and we are peaceful’.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=1631#oembed-2>

To see the transcript click ‘watch on YouTube’. When you are in YouTube, click the 3 dots in the bottom right under the video and select ‘show transcript’.

2.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=1631#oembed-1>

3. University of Sussex Open Lectures, Dr Mo Ibrahim: YouTube video [Governance in Africa](#) (10 mins)

4. Resources from TedEd:

- [We need to talk about an injustice](#), Bryan Stevenson.
- [Human trafficking is all around you: this is how it works](#), Noy Thrupkaew
- [Fresh water scarcity: an introduction to the problem](#), Christina Z Peppard. ([Also available on bilibili](#)).
- [We are running out of clean water](#), Balsher Singh Sidu.

4. The Global Oneness Project – [Living with less water](#),

5. The Conversation, Pasha podcast – [What it will take to build the toilets of the future?](#) & [Conversation text](#).

Develop your reading and listening

Liberation struggles (SDG 16). Read about [Toyitoyi, Southern Africa's Protest Dance](#).

And listen to the video Toyitoyi (3 mins).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openpress.sussex.ac.uk/developyourenglish/?p=1631#oembed-3>

To see the transcript click 'watch on YouTube'. When you are in YouTube click the 3 dots in the bottom right under the video and select 'show transcript'.

Develop your speaking

1. Work with a partner and discuss this poem about [water/being bilingual/being an immigrant to America](#).
2. Design and deliver a Pecha Kucha (Japanese for chit-chat). This presentation format is based on using 20 presentation slides but only talking about each of them for 20 seconds (each presentation should be 6 minutes and 40 seconds long).

- Only still images on the slides – no text or videos
- Each slide only stays on the screen for 20 seconds only
- What you say should be about the slide that is showing

Choose one of the topics below, and find 20 relevant images.

1. *What you've learned in these two Units:* Create a presentation with images of different topics or themes you have studied.
2. *One of the Goals:* Create a presentation with images based on one of the SDGs.
3. *A story:* Create a sequence of images of people places and things related to one or both of the SDGs.
4. *An initiative you would like to be involved with:* Research an initiative happening somewhere in the world. Create a sequence of 20 images.

Configure your slide timings so that the slides automatically change after 20 seconds. This will oblige you to be very concise!

You can practice recording/timing your presentation here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1631#h5p-233>

Develop your Vocabulary

1. BBC Learning English News Review – [Slippery toilets could save water](#).
 2. VoiceTube – [Water scarcity](#).
 3. Open University mini lecture – [Crime](#).
-

Take action

1. Access the link to [Goal 16](#) and/or [Goal 6](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.
 2. Or choose an action from [The Good Life Goals](#).
 3. Or choose an action from [170 Actions](#).
-

Sing

Choose one (or more) of the songs to listen to. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

1. 'Chain Gang', by Sam Cooke (1960)

Chain Gang is a song by the American singer-songwriter Sam Cooke. While on tour, Sam Cooke and his

brother Charles saw a chain gang of prisoners on the highway. They were moved by what they saw and wrote this song.

[You can find the song here on YouTube.](#)

2. 'Don't go near the water', by Johnny Cash (1974)

[Listen to the song here](#) and decide what message Cash is trying to convey.

3. 'Have You Ever Seen the Rain', by Creedence Clearwater Revival, 1971.

Many meanings have been given for this song, such as the rain being symbolic of bombs falling from the sky in the Vietnam War.

Go to the [lyricstraining website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to web' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

Something else?

Is there something you've spent time studying that hasn't been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Section 4.

SECTION 4: HEALTH AND WELL-BEING

The theme of section 4 is Health and Well-being, and you'll look at the topics of Food (Units 13 and 14) and Climate (Units 15 and 16).

In Units 13 and 14 you'll be finding out about SDG2 Zero Hunger, and SDG3 Good Health and Well-being.

In Units 15 and 16 you'll be finding out about SDG15 Life on Land, and SDG13 Climate Action.

Develop Your English with the United Nations Sustainable Development Goals				
Section 4 Health & Well-being	Units 13 & 14 Food		Units 15 & 16 Climate	
	13 SDG 2 Zero Hunger	14 SDG 3 Good Health & Well-being	15 SDG 15 Life on Land	16 SDG 13 Climate Action
	Reading: Ghana's school feeding scheme Listening: The racial hunger gap in American cities (5mins) Data Visualisation: Let's talk about <u>hunger</u> Function: Talking about setting up and running a programme Vocabulary: Consequences of hunger	Reading: Using sustainable innovation to cut down what we throw away Listening: We throw away a third of the food we grow (8mins) Data Visualisation: Food loss and waste comes in <u>different</u> shapes Function: Causality Vocabulary: Collocations with food	Listening: Links between climate and health (3mins) Reading: Climate change is affecting all life on earth Data Visualisation: Who is at risk of climate change? Function: Establishing links Vocabulary: <u>Contronyms</u>	Reading: How to make climate action popular Listening: The Youth Movement Grows Up (5mins) Data Visualisation: Climate change is humanity's 'code red' warning Grammar: Modal verbs - lost opportunity) Vocabulary: Lack of support

Access a transcript of the image here: [Section 4 overview transcript](#)

Click the + sign next to the 'Section 4: Health & Well-being' heading in the contents menu on the left-hand side to access these four Units.

UNIT 13 FOOD: SDG2

Zero Hunger



Goal no. 2 of the 2030 Agenda for Sustainable Development aims to **end hunger, achieve food security and improved nutrition and promote sustainable agriculture.**

Click on the arrows to reveal more information about SDG2. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-175>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG 2). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To waste	waste	wasteful
To be/to go hungry	hunger	hungry
To nourish/be malnourished	nutrition	nutritional/nutritious
To be secure	security	secure

Introduction

In this final section of ***Develop Your English*** you’ll learn about the links between climate change and health. In this Unit you’ll find out about food insecurity in both Africa and America. Food insecurity is defined as a lack of consistent access to enough food for every person in a household to live an active, healthy life, and is higher among particular groups of people.

In your local context...

- These are the four major drivers and underlying factors that affect food security and nutrition in the world. Which of these is evident in your local context?
 - Conflict
 - Climate variability and extremes
 - Economic slowdowns and downturns
 - The unaffordability of healthy diets
- According to the [World Health Organisation, 2019](#) 820 million people worldwide are still going hungry, and reaching the target of zero hunger by 2030 is ‘an immense challenge’. How evident is

this challenge in your context?

Data visualisation – Let's talk about hunger

Read for main idea and for detail

Click here to [see the infographic full screen](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-186>

LET'S TALK ABOUT HUNGER

Confused by the language of food crises? Learn how to spot them early and understand how your action can help save lives.

FOOD SECURITY

When all people at all times have access to sufficient, safe, nutritious food to meet their dietary needs for an active and healthy life.



<5%

of the population is acutely malnourished



means of earning an income



>15 liters of water per person per day



>2,100 calories per person per day; consistent quantity and quality of food available

FOOD INSECURITY

When people's access to food is increasingly inadequate and they have trouble meeting their basic needs.



5-10%

of the population is acutely malnourished



unsustainable means of earning an income



about 15 liters of water per person per day but unstable



2,100 calories per person per day; barely adequate diet

ACUTE FOOD AND LIVELIHOOD CRISIS

When there is a critical lack of access to food coupled with high levels of acute malnutrition—or when people can meet minimal food needs only by selling essential possessions.



10-15%

of the population is acutely malnourished



serious interruption to the means of earning an income



7.5-15 liters of water per person per day



Unable to meet 2,100 calories per person per day without extreme measures; limited food choices

HUMANITARIAN EMERGENCY

When there is a severe lack of access to food, high and increasing acute malnutrition, excess deaths, and people face an irreversible loss of their means of earning an income.



15-30%

of the population is acutely malnourished



critical and irreversible interruption to the means of earning an income



4-7.5 liters of water per person per day



<2,100 calories per person per day; access to 3 or fewer food groups

FAMINE

When people face a complete lack of access to food and other basic needs and experience mass starvation, death, and destitution.



>30%

of the population is acutely malnourished



complete loss of the means of earning an income



<4 liters of water per person per day



An extreme shortage of calories per person per day; access to 1-2 food groups

URGENT ACTION REQUIRED

URGENT ACTION REQUIRED

URGENT ACTION REQUIRED

To learn more about food crises and how droughts, conflicts, and other hazards can trigger them, visit [OXFAMERICA.ORG/HUNGER](https://oxfamamerica.org/hunger).



[Food security to famine](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-188>

Download the transcript here: [Unit 13 infographic transcript](#)

Reading – Ghana's school feeding scheme is slowly changing children's lives

Before you read – Prediction

1. In this reading you'll find out about a school feeding programme in Ghana, Africa. In which of the five sections on the infographic above do you guess the children and their families might fit in terms of food security?
2. It's easy to see why feeding hungry children leads to an improvement in their well-being, but can you predict why the programme also leads to improvements in educational attainment, and gender equality?

Read for detail



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-180>

THE CONVERSATION [CC BY ND](#)

Ghana's school feeding scheme is slowly changing children's lives



Dr. Michael Addaney,
Assistant
Researcher at the
Quality Assurance
and Planning
Unit, University
of Energy and
Natural
Resources, Ghana

Millions of Ghanaian children live in poverty. About one in ten – roughly 1.27 million – come from households that are so poor they can't afford the amount and type of food that's needed to stave off malnutrition.

Without proper food, children are prone to stunted growth or are underweight for their age. And their schooling suffers, too: research has repeatedly shown that children struggle to learn when they are not properly fed and nourished.

A school feeding programme introduced by the Ghanaian government more than a decade ago has gone some way to tackling the problem of hunger. The programme has reached millions of children – and it's been proved to keep them in school far longer than their hungry peers. Now some more work is needed to make the project sustainable and to ensure it doesn't constantly have to rely on donor funds.

Millions of children reached

The Ghana School Feeding Programme was initiated in 2005 by the country's government in collaboration with the Dutch government. Its primary objectives are to increase school enrolment, attendance and retention among children in kindergartens and primary schools. It also, of course, aims to reduce hunger and malnutrition.

The programme started as a pilot project with ten schools, one from each of Ghana's ten regions. This was later increased to 298 schools, reaching about 234,000 children in 138 schooling districts. In March 2016, it was reaching more than 1.7 million children every day – about 30% of all Ghanaian primary and kindergarten pupils.

Each day, children receive a hot, nutritious meal. This is made up of locally produced foods

like rice, dried African locust bean seeds, African carp and sesame leaves, and of fortified food rations supplied by the World Food Programme. The rations include 150g of fortified corn-soy blend, 3g of iodised salt and 10g of palm oil per child per day.

There is also a second feeding category: girls in selected schools in Ghana's three northern regions are given food to take home each time they attend school for 85% of the month. This food includes rice, maize, vegetable oil and iodised salt.

The ration programme for girls started in 1999 and has been gradually absorbed into the bigger school feeding programme. It has yielded remarkable results: girls' enrolment in these selected schools has grown from 9,000 to 42,000 between 1999 and 2016. Retention rates have doubled to 99%. This scheme is essential in tackling gender disparity in education, particularly in northern Ghana's food-insecure and deprived communities where girls' education is not often prioritised by families.

Sadly the ration programme for girls is being slowly phased out – its managers believe their work is done given the huge spike in retention rates. Now the focus will be entirely on the bigger school feeding scheme, which has also been very successful. It has, according to my own research:

- increased school enrolment by 20%.
- reduced truancy and absenteeism.
- lowered school drop-out rates.
- improved individual academic performance and the participating schools' overall performance.

These are all excellent, positive results. But there's still work to be done.

Plotting the next steps

One of the biggest problems facing the programme is a lack of funding. It cannot be rolled out more widely because there just isn't enough money.

Schools that aren't currently part of the programme are struggling. A survey conducted in Ghana's Sekyere Kumawu district found that non-beneficiary schools were actually losing pupils. The same study revealed that pupils were switching to the schools that offer the scheme in order to receive the benefits.

The government and stakeholders need to put mechanisms in place that will strengthen the existing programme, allow it to expand into other schools and make it sustainable. The government must wean the programme of its reliance on donor funds. It can learn here from the experiences of South Africa's national school feeding programme, which is funded by the country's National Treasury. This approach ensures that the government takes ownership of the programme and plans for its sustainability.

Policy will be important: the programme falls under Ghana's National Social Protection Strategy, but should be bolstered with a strong legal and policy framework that clearly maps the way forward. This legislation should delineate the guidelines for implementation and institutional mechanisms to make sure the programme delivers what is necessary.

Finally, a robust monitoring and evaluation framework will be needed to ensure that the programme's organisers learn from their failures and successes. This way adjustments can be made along the way so that Ghana's children can keep getting the meals they need at school.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

Download the answers here: [Unit 13 reading answers](#)

Pronunciation /i:/ and /ɪ/

Hearing the difference between long and short vowel sounds, and being able to say them clearly, is one of the core pronunciation features which aid mutual understanding when a non-native speaker of English talks to another non-native speaker.

Focus on /i:/ and /ɪ/

Long vowel sound /i:/ e.g. equal, hungry

- **The most common spelling is 'ee' or 'ea' (green, each) but there are others: receive, be, even, security.**

Short vowel sound /i/ e.g. **promise**, **nutrition**

- The most common spelling is 'i' (**listen**, **quick**, **politics**, **promise**), but there are others: **women**, **busy**.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-227>

Function – Talking about setting up and running a programme

In Unit 9 you learned the word 'robust' to describe a business enterprise. Can you give a definition for that term? Do this quiz to see how many terms associated with setting up and running a programme that you read in the text (Ghana's school feeding programme is slowly changing lives) you can remember. Click the 'start' button, then for each of the 9 sentences click the option (A or B) that is a synonym for the part of the sentence **in bold** that relates to setting up and running a programme.

<https://wordwall.net/resource/17883913>

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-181>

Listening – The racial hunger gap in American cities and what to do about it (5 mins)

THE CONVERSATION

Credit: [The Conversation Weekly](#) podcast. Daniel Merino, Associate Breaking News Editor and Co-Host, and Gemma Ware, Editor and Co-Host. Licence: [CC BY ND](#)



Craig Gunderson,
Snee Family
Endowed Chair,
Baylor
Collaborative on
Hunger and
Poverty (BCHP),
Professor of
Economics Baylor
University, USA

Before you listen

1. You'll hear a leading expert on food insecurity, Prof Gunderson, talk about food insecurity in the US. Can you remember the definition of food insecurity from the infographic at the beginning of this Unit?
2. In America food insecurity is much higher for black people and American Indians than it is for white people. What do you think might be some of the reasons for this?
3. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: food (29), insecurity (18), rates (10), areas (7), Americans (7), cities (6). With the title in mind ('The racial hunger gap in American cities') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen

Play the audio here



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-184>

(Or access [The Conversation podcast](#) and listen from 4.39mins to 9.47mins).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-187>

Download the answers here: [Unit 13 listening](#)

Download the transcript here: [Unit 13 listening transcript](#)

Vocabulary – Consequences of hunger

In Unit 7 you learned that growing up in poverty weakens later health. Read the two extracts below that talk about this – one from the text (Ghana’s school feeding scheme) and one from the listening (The racial hunger gap in American cities). Use the context to help you work out the meaning of any of the words/phrases **in bold** that you have not come across before.

‘Without proper food, children are prone to **stunted growth** or are **underweight** for their age. And their schooling suffers, too: research has repeatedly shown that children **struggle to learn** when they are not properly fed and nourished’.

‘Improving food security is a no-brainer. People who don’t get the food they need have more problems with **depression** and other **mental health issues**. Seniors have **lower nutrient intakes**, and children have higher rates of **anaemia**. Young children with severe malnutrition usually have **poor mental development**’.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1975#h5p-189>

Practice

There is plenty of research that demonstrates this link between hunger and adverse physical health and mental health in school-age children. Other adverse effects include:

- **Mental health issues:** depression, stress, anxiety, behaviour problems.
- **Physical health issues:** stunted growth, underweight or obesity, anaemia, tiredness or hyperactivity, chronic illnesses such as diabetes, asthma, eczema, and epilepsy.
- **Mental development:** impaired learning, poor emotional regulation, and decreased productivity.

Create a profile of a girl whose well-being has been impacted by the Ghana School Feeding Scheme.

- Create details such as name, age, family situation, details about her school, friendships, etc.
- Describe the level of food insecurity she and her family suffer and use some of the above terms to describe how this has impacted her well-being (mental health, physical health, mental development).

- Describe the positive impact that the scheme has had on her and her family.

If you are learning in a classroom, present your profile to another pair of students when you have finished, using some of the terms you have learned.

Writing

In this Unit you've learned about food insecurity and seen how effective a school feeding scheme can be. Rosibel Quintero and Isabel Sánchez, two indigenous women in Panama, have also tackled the issue of hunger among school children and their story illustrates the considerable impact local community schemes can have.

Read Rosibel and Isabel's story and write a response to it that incorporates what you know about health and well-being and SDG2 Zero Hunger. Write about:

- The problem of hunger in this local context.
- How United Women of Bonyic tackled the crisis.
- The long-term benefits of the project.
- Any other topic relevant to the challenges of hunger and SDG2.

Challenges and Leadership: Naso Tjër Di Women Reinvent Themselves to Face the COVID-19 Crisis

In the Bocas del Toro Province of Panama, two indigenous women, Rosibel Quintero and Isabel Sánchez, founded the United Woman of Bonyic (OMUB) to develop and manage community gardens. Seeing some children faint during class because they were not physically suited for the long-distance travel to school, Rosibel Quintero and Isabel Sánchez believed that the OMUB could be a solution to malnutrition among children and created a small vegetable garden at the school.

"At the time, we did not have universal scholarship or opportunity network subsidies for families, not milk and nutritional foods that kids have at school today provided by the authorities. Still, we didn't want to see more children weak at the school", said Rosibel Quintero, President of OMUB.

After 17 years of effort, their dream of a garden had grown into a small natural lodge for tourists with a vegetable garden containing cucumber, cacao, lettuce, plantain, tomatoes,

cilantro, yam and other traditional crops. It also generated income to support the pursuit of university studies.

Due to disruptions to the tourist industry during the pandemic which left the women without income and resources, the community resumed community vegetable gardens, adding new crops with financial support of a small donations program from the United Nations Development Programme. They were able feed their children during the pandemic from the community gardens and saved enough to buy cell phone cards for children to continue their schools virtually.

Department of Economic & Social Affairs Statistics Division (2022) 'Bringing Data to Life: SDG impact stories from across the globe.' Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and answer the questions below:

SDG2 Summary

Nature provides direct sources of food and a series of ecosystem services (e.g. pollination, soil formation, nutrient cycling, and water regulation) supporting agricultural activities and contributing to **food security** and **nutrition**.

Increasing world population and changes in **consumption patterns** put pressure on the environment creating the need to produce food for an additional two billion people by 2030, while preserving and enhancing the natural resource base upon which the **well-being** of present and future generations depends. This is important considering that unsustainable expansion of agriculture has created serious environmental problems such as soil erosion, **water pollution** through agrochemicals, and emission of **greenhouse gases**.

Climate change and 'natural' disasters such as droughts, landslides and floods greatly

affect food security. Disaster risk management, climate change adaptation and mitigation are key to increase harvests quality and quantity.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. At this moment, which countries are affected by famine?
2. Can you identify any links between climate change and food security in those regions, or in your own local context?
3. Are there any solutions to food insecurity, and the way it negatively affects the well-being of people in both developed and developing countries?
4. What is your opinion of the fact that food insecurity is much higher for some racial groups than others?
5. Can you give a definition for the words in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about food insecurity. Let's talk about [insert name of country] and people going hungry there. Tell me your ideas and give me lots of opportunities to respond.'
2. 'Let's have a dialogue about the racial hunger gap in America. How can you explain the gap? Tell me your ideas and give me lots of opportunities to respond.'
3. 'Let's have a dialogue about how hunger or poor nutrition can affect a child's development. Tell me your ideas and give me lots of opportunities to respond.'

Looking Ahead to Unit 14

In Unit 14 you'll be looking at the issue of food waste.

1. Do you live in a context where edible food gets thrown away?
 2. Is food insecurity an issue for you or your community?
 3. Do you know of any initiatives designed to reduce food waste in your local context?
-

Use the menu bar on the left hand side of the screen to access Unit 14.

UNIT 14 FOOD: SDG3

Good Health and Well-being



Goal no. 3 of the 2030 Agenda for Sustainable Development aims to **ensure healthy lives and promote well-being for all at all ages.**

Click on the arrows to reveal more information about SDG3. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-176>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the

Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG3). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
To be healthy	health/health care	healthcare worker	healthy/healthcare
To be diseased	disease		diseased
To prevent	prevention		preventative/preventable
To medicate	medicine	medic	medical
To spoil	spoilage		spoiled

Introduction

In Unit 13 you learned about food insecurity and hunger. In this Unit you’ll focus on the amount of food that goes to waste, and establish further links between food insecurity and health and well-being.

Each year almost one third of food produced is wasted. Food may go uneaten due to food loss, which is unavoidable and occurs when food is spoiled before it reaches the consumer, or due to food waste, when food is thrown away (or squandered) by retailers and consumers. Food waste is completely avoidable. Not only could this wasted food fill many of the hunger gaps in the developing world (all the food produced but never eaten would be sufficient to feed two billion people), it also represents a waste of the world’s resources, adding to pressures on the environment. Globally each year:

- 82 billion cubic meters of water are lost.
- Crops from 2.5 billion acres 1.4 billion of farmland are not eaten.
- 4 trillion megajoules of energy are wasted.
- \$940 billion are lost.
- 3 billion tonnes of greenhouse gas emissions/CO₂ are produced.

[Source](#)

1. Can you think of a link between climate change and food loss?
2. Is food waste a feature of your local context? If yes, do you ever throw away food?
3. What is your reaction to the statistics above about how much food goes uneaten?

Data visualisation – Food loss and food waste

Read the infographic and find the answers to the questions below (**NB** The 'check' box does not give you useful feedback, instead see the answers below the infographic).

Food Loss and Food Waste

Approximately a third of the world's food (about 1.3 billion tonnes) is wasted or lost every year.

13%

- Around 13% of food produced is lost between harvest and retail.

17%

- Around 17% of total global food production is wasted in households, in restaurants and in retail.

40%...

of food losses in developing countries occur during harvest & processing of the food.



40%...

of food losses in industrialised countries happen at the retail or consumer level



Spoiled during transport



Not purchased in the shop



Squandered by consumers



Food loss and food waste



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-238>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-239>

Download the transcript here: [Unit 14 Infographic](#)

Listening – We throw away a third of the food we grow (8 mins)

THE CONVERSATION [CC BY ND](#)



[Text by](#) Kamran Mahroof, Associate Professor in Supply Chain Analytics, University of Bradford UK and Sankar Sivarajah, Professor of Technology Management and Circular Economy, University of Bradford UK.

Before you listen – Predict

1. You'll hear several suggestions for ways to reduce global food waste at every point in the process of producing and consuming it. Can you think of any ways of tackling food loss at these stages:
 - When it is growing
 - When it is harvested
 - During transportation
 - In the shops
 - In people's homes
 - After it has been thrown away
2. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are: food (50), waste (28), reduce (6), help (6), good (5). With the title in mind ('We throw away a third of the food we grow') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen

Narrated by Sue Robbins

[Play the audio here](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-213>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-191>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-192>

Download the transcript here: [Unit 14 listening transcript](#)

Pronunciation – Consonant clusters

As you learned in Unit 11, being able to say groups of consonants is one of the core pronunciation features which aids mutual understanding when a non-native speaker of English talks to another non-native speaker.

Focus on 2 or 3 consonant sounds or letters occurring together

- At the beginning of a word, consonant clusters consist of 2, and at most 3 consonant sounds.
 - Examples of 2-consonant clusters at the beginning of a word: climate, prevent, spoil.
 - 3-consonant clusters at the beginning of a word always begin with the letter 's', e.g. strong, strike.
- Two- and three-consonant clusters can also appear between vowels, e.g. healthcare, mental, or at the end of a word, e.g. participant, understand, contexts.

Read the sentences and notice that the number of consonant sounds is not the same as the number of consonant letters in the words in **bold**:

1. SDG3 aims to ensure **healthy** lives for all (3 consonant letters, but 2 consonant sounds – 'l', 'th')
2. Retailers and consumers **throw** food away (3 consonant letters, but 2 consonant sounds – 'th', 'r')
3. **Healthcare** is not always available (4 consonant letters, but 3 consonant sounds – 'l', 'th', 'c')
4. Global life **expectancy** (2 consonant letters, but 3 consonant sounds – 'k', 's', 'p')

Practice

Listen to the four sentences. You'll hear the sentence first and then just the word in **bold** that contains a consonant cluster. Listen and repeat the word.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-230>

Vocabulary – Collocations with food

In the listening you heard all of these common word partnerships with food:

food supply chain	food shortages	food waste	food spoilage
food production	food loss	food producers	(circular) food system
food ecosystem	food security	food insecurity	

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-193>

Reading – Food waste: using sustainable innovation to cut down what we throw away

Before you read

In this reading you'll find out about innovative ways to cut down on the amount of food we throw away.

1. In the listening you heard that high-income countries waste as much food as sub-Saharan Africa produces. With so many people in all parts of the world going hungry what do you think of the fact that developed nations regularly throw away so much food?
2. Much of the waste is avoidable. If your context allows, do you take any measures in your household to avoid food waste?
3. You'll read case studies about 3 small businesses that are trying to deal with food waste in the supply chain. Their efforts help us think of waste as a valuable resource rather than something that needs to be thrown away. What term did you learn in Section 1 that describes the type of economy where

waste is viewed this way?

4. In Unit 2 you learned about the innovative way that coffee grounds are being used to create biofuel. Do you know of any innovative ways of reducing food waste that are being developed in your local context?

Skim read for main idea (max 3 mins)

1. Read the heading 'Food waste revolution start-ups' and the first sentence, and predict what the innovative method of cutting down on the amount of food we throw away might be (a start-up is a newly established business).
2. Read the heading 'Anaerobic Digestion' and the first 2 sentences, and predict what the innovative method of cutting down on the amount of food we throw away might be (anaerobic means not needing, or without oxygen).
3. Read the heading 'Burning and incineration' and the first and last sentences in the section and find out why it is a poor idea to burn food that could have been consumed.

Read for detail

You'll read case studies about 3 small businesses – Rejuce, Toast Ale, and Wyke Farm – that are trying to deal with food waste in the supply chain. You'll also read about burning and incineration as a method of dealing with waste food.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-194>

Food waste: using sustainable innovation to cut down what we throw away



Mehrnaz Tajmir, PhD Candidate, University of Bath, and Dr. Baris Yalabik, Senior Lecturer in Operations and Supply Management, University of Bath, UK

Our appetite for food is a serious problem. The huge amount of energy, land and water used to fill our supermarket shelves mean that modern overproduction and excessive consumerism are rapidly depleting resources and damaging the planet.

Yet still, more than one third of the world's food produce goes to waste every single year. This adds up to a staggering 1.3 billion tonnes of food, more than seven million tonnes of which is produced in the UK.

Now more than ever the survival of our food production is hinged on sustainable innovation. Here are some current ideas which attempt to effectively (or not so effectively) deal with food waste in the supply chain. We have given each type a "sustainability score" out of 20, based on five separate factors, including economic and environmental efficiency.

Food waste revolution start-ups

More than half of food waste in manufacturing and farming is classed as 'avoidable' and accounts for £1.4 billion of losses in the UK. This has inspired a range of small businesses which use this waste to make new products.

London-based former chef Tom Fletcher, for example, founded Rejuce in 2012 and since then has turned over 250 tonnes of ugly wonky fruit and veg into juices and smoothies. A network of suppliers provides the company with local and low-cost ingredients, eliminating their own disposal costs in the process.

Rejuce has been able to grow – now selling more than 100,000 bottles a year – by saving edible food from going to waste and turning it into nutritious products.

Meanwhile Toast Ale is a non-profit organisation which makes alcoholic drinks, including pale ales and craft lagers, from waste bread. It sources around 13,000 slices of bread discarded daily by sandwich manufacturers.

The byproduct of brewing is then processed and given to local farms for use as a highly nutritious animal feed. Selling online and through major British supermarkets Tesco and

Waitrose, Toast Ale donates all its profits to Feedback, a charity working to transform the global food system.

These businesses – and many others – are reshaping the way we perceive and use waste as a value adding resource, rather than something that needs to be thrown away.

Sustainability score: 20

Anaerobic Digestion

Anaerobic digestion (AD) facilities provide renewable energy and gas. Wyke Farms, one of the leading dairy manufacturers in the UK, is using this approach to power its factories. Its biogas digester plants break down organic matter from farmyard manure, cheese making, cider mills and bakeries into natural energy.

This electricity is then used to power manufacturing sites, and the additional power is fed back into the grid to provide clean electricity for the local community. Not only does this save enormous amounts on energy bills every year, but it also reduces waste generation from manufacturing, lowering methane emissions.

It does not stop there. The leftover material from AD plants are excellent fertilisers which are used on Wyke Farms land and given to local farmers to boost soil fertility. The company also collaborates with its suppliers to implement sustainable approaches that reduce environmental impacts and save money.

But AD does bring some challenges. It requires a large initial investment and might prevent further innovation in dealing with byproducts of farming and manufacturing.

Sustainability score: 17

Burning and incineration

Burning food is not good for the environment as it releases carbon dioxide into the atmosphere. There are also concerns over the health implications of incinerators due to their weak pollution monitoring systems.

A report published by the Green Party showed an increase of 5.5m tonnes of waste sent for incineration in the UK between 2012 and 2017, adding up to over 10m tonnes. With stagnating recycling and composting rates at around 11m tonnes in this period, in some areas more waste is being incinerated than recycled. When examining a company, one should check how much burning contributes to their lower levels of waste.

Burning, incineration and AD are themselves energy consuming and costly. We could benefit from the energy that is generated through these methods, if the appropriate waste stream is used (non-recyclable waste, farmyard manure). But using recyclable or avoidable

food waste which could be repurposed is a sheer waste of resources, time and labour that has gone into growing and processing food.

Sustainability score: 6

Overall, as a business case, sustainable innovation is intrinsically sound. It reduces waste and lowers environmental impacts as well as saving millions each year through increasing supply chain efficiency.

More importantly, it is an organisational culture that encourages activities and ideas that increase environmental and financial efficiency and prevents false claims that fail to do so. Of course, there will be businesses which attempt to jump on the bandwagon, making false claims about sustainability and the environmental impact of their operation.

One way to differentiate between “revolution” vs “bandwagon” start-ups is to demand ever greater transparency and question where companies source their raw materials. As consumers it is our responsibility to ask questions and hold brands accountable in their use of sustainable innovation.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

Download the answers here: [Unit 14 reading answers](#)

Function – Causality

1. In Unit 1 you learned some structures to demonstrate causality, when one thing (X) causes or affects another thing (Y). How many can you recall?
2. In the listening you heard that ‘Cosmetic blemishes, produce that is too ripe, too big, too little or even the wrong shape **can lead to** perfectly good fruits and vegetables going to waste’. In this sentence you can see the ‘X can lead to Y’ structure that describes causality – produce that is the wrong shape (X) **can lead to** food going to waste (Y).

Focus on causality

Here are more constructions that describe causality:

X **can lead to** Y

X **may cause** Y

X **may result in** Y

X **can give rise to** Y

X **is a consequence of** Y

X **is a key factor in** Y

X **is a major influence on** Y

X **has a positive effect on** Y

X **has a significant impact on** Y

Practice

Read the six sentences from the text and think about a link between them and world hunger, or efforts to alleviate hunger. For example:

1. More than one third of the world's food produce goes to waste every single year -> The fact that more than one third of the world's food produce goes to waste every single year **is a key factor in** world hunger.

Write five more sentences that establish a causal link between food waste and hunger, using one of the structures **in bold** above.

1. More than one third of the world's food produce goes to waste every single year.
2. Waste food adds up to a staggering 1.3 billion tonnes of food per year.
3. More than half of food waste in manufacturing and farming is classed as 'avoidable' and accounts for £1.4 billion of losses in the UK.
4. Rejuce has been able to grow – now selling more than 100,000 bottles a year – by saving edible food from going to waste and turning it into nutritious products.

5. Toast Ale is a non-profit organisation which makes alcoholic drinks, including pale ales and craft lagers, from waste bread. It sources around 13,000 slices of bread discarded daily by sandwich manufacturers.
6. Using recyclable or avoidable food waste which could be repurposed is a sheer waste of resources, time and labour that has gone into growing and processing food.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1980#h5p-195>

Writing – Letter

Using the information you have gained about food insecurity and hunger from Unit 13, and about the amount of food that goes to waste in the developed world and ways to tackle it in this Unit, write a letter to your local elected government official that gives your opinion on what your government and other governments around the world could/should be doing to help meet the aims of SDG2 Zero Hunger, and SDG3 Good Health and Well-being.

Speaking

Read the summary and answer the questions that follow.

SDG3 Summary

A clean environment is essential for human health and well-being. On the other hand, air and water pollution as well as poor management of hazardous chemicals and waste contribute to **undermine** health. Natural disasters and environmental shocks can have substantial impact on health, including deaths, injuries, diseases, disabilities, psychosocial

problems and other indirect effects with damage to **health facilities** and disruption to the delivery of **health services** over extended periods of time.

Reproduced with kind permission of the UN Environment Programme. Copyright (2023). All rights reserved.

1. Natural disasters and environmental shocks contribute to food loss in the developing world. Can you think of other ways that climate change is affecting health and well-being worldwide?
2. Can you give a definition for the term in **bold** above?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about food loss and food waste. Tell me about food waste in [insert name of country] and how much food is squandered each year. Ask me my opinion about any information you give me.'
2. 'Let's have a conversation about food loss in [insert name of country]. Let's talk about climate change and how it is affecting the production of food there.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 13 and 14.

Looking Ahead to Unit 15

In Unit 15 you'll learn about the way climate change is affecting all life on earth, and establish links between climate and health.

1. What impacts of the effects of climate change to life on Earth can you think of?
 2. Can you think of any ways that climate change is affecting people's health?
-

EXTENSION ACTIVITIES UNITS 13 & 14

Units 13 & 14 – Food

- **SDG 2 – Zero Hunger**
- **SDG 7 – Good Health and Well-being**

After every 2 Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG2 & SDG7 with Go Goals digital board game

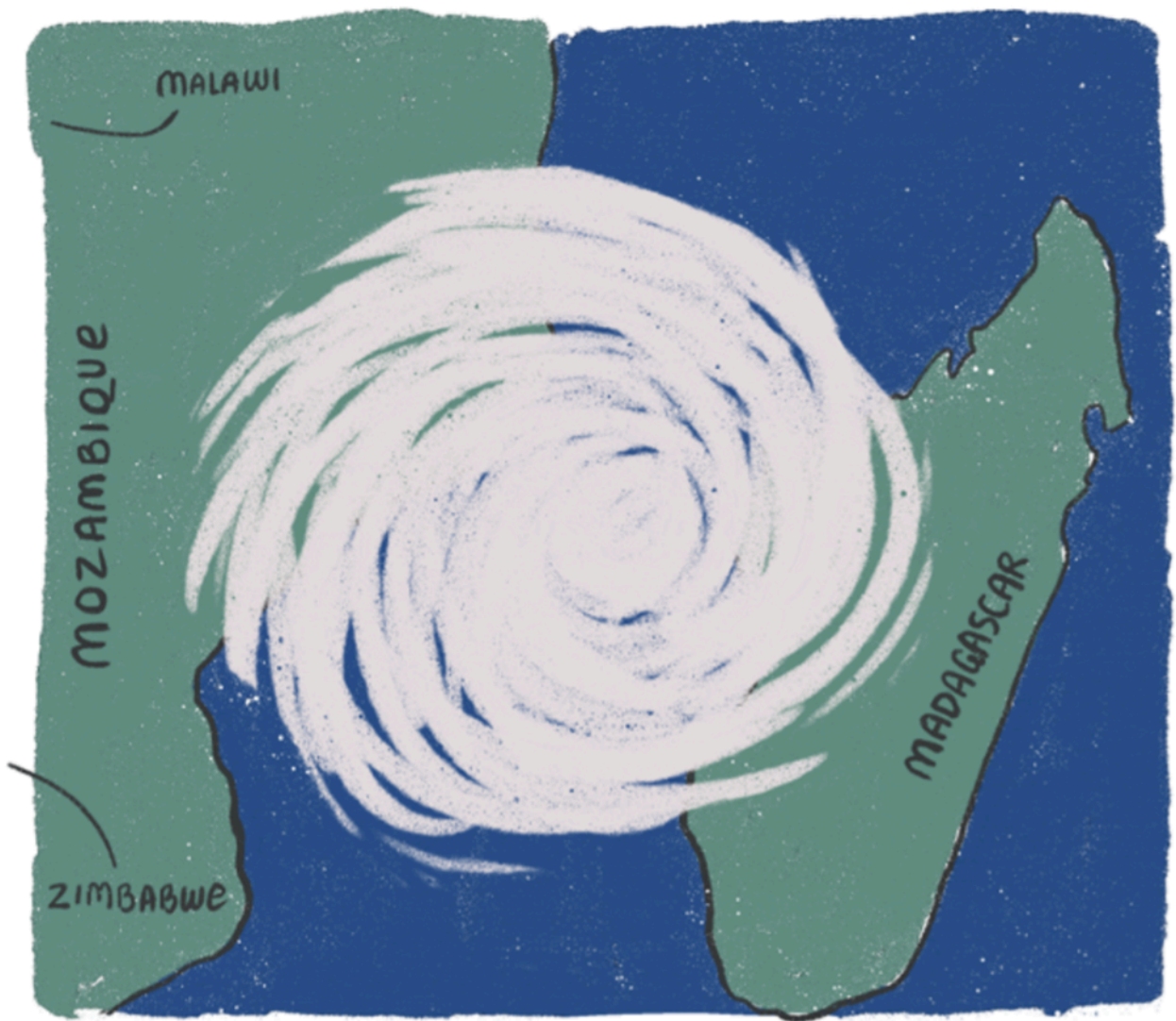
Go Goals is a ready-to-use board game developed by the United Nations that helps understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 2 and goal 7 and answer the set of quiz questions that appear. Check your answers when you are done.

2. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these 4 Units.
-

Develop your writing

In Unit 14 you learned about food loss and food waste. The climate crisis is a direct contributor to food loss, devastating crops. Read the graphic story of the natural disaster that hit Africa in 2019 and write a paragraph about the way the climate crisis is forcing people to become refugees.

Include anything relevant that you learned about the global multidimensional poverty index (MPI) in Unit 7 and the lives of young refugees in Unit 8.



I CAN'T STOP THINKING ABOUT CYCLONE IDAI. IN 2019, IT WAS ONE OF THE MOST DEVASTATING STORMS TO HIT AFRICA IN DECADES.



Amrita's Story:
Sounding the Siren: Preparing Humanitarian Aid for the Climate Emergency

2. Publish your writing

[Letters to the Earth](https://www.letters-to-the-earth.org/) is a website where people from all over the world of all ages are submitting and sharing

their letters. You can find resources to help you write a letter on the website as well as details about how to submit.

Develop your listening

Access one (or more) of the links and listen to the text. Listen once for general idea and then listen again for detail, focussing on the parts that interest you.

- Trailer for/[excerpt from the film A Place at the Table](#), that the writing in Unit 13 is based on.
 - TedEd lessons
 - [Teach every child about food](#)
 - [What's wrong with our food system](#)
 - The Conversation podcast:
 - [Brazilian city offers SA lessons on ending hunger](#)
 - [Taking a look at healthy food in South Africa](#) (7mins)
 - UN video – [Zero hunger](#)
 - UN report – [People Globally Waste 1 Billion Tons of Food Every Year: UN Report](#) (3.5mins)
-

Develop your vocabulary

Resources from BBC Learning English News Review

- [Human health affected by climate change](#)
 - [Surplus of mangoes in the Philippines](#)
-

Develop your reading – Read for interest

Access the link and read one (or more) of the following texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focussing on the parts that interest you.

Articles from The Conversation:

- [Eating lots of meat is bad for the environment but we don't know enough about how consumption is changing.](#)

- [To reduce world hunger governments need to think beyond making food cheap.](#)
 - [Why global food prices are higher today than for most of modern history.](#)
 - [Some people are willing to pay more for sustainable seafood: new research.](#)
 - [Five insights that could move tourism closer towards sustainability](#)
 - [Wearable technology can change autistic people's lives if they're involved in designing it](#)
 - The 'well-being economy' – [Global population hits 8 billion, but per-capita consumption is still the main problem.](#)
-

Analyse an infographic

Use the skills you have gained reading and analysing the infographics throughout *Develop Your English* to analyse this infographic and write a summary. [Food waste: the problem in the EU in numbers](#) (EU = European Union).

Develop your speaking

A growing body of research shows the benefits of dance for increased well-being. Dance is an engaging and fun way of exercising, learning and meeting people. A UK-based dance programme for young people aged 14 showed that one class a week for three months increased students' fitness level and self-esteem. This was due to a combination of factors including physical exercise, a stimulating learning environment, positive engagement with peers, and creativity. You can read more in this text from The Conversation – [Let's dance: how dance classes can lift your mood and help boost your social life.](#)

Work in pairs and plan a dance programme for adolescents in a country of your choice. Create a table like the one below and complete it with ideas, using some of this vocabulary you learned in Unit 13.

to initiate	a pilot project	to put mechanisms in place	to roll out
to reach	to phase (something) out	to expand into	to yield results

	Primary objectives	Details of the scheme	Expected results	Development plans
Dance programme for adolescents				

Develop your pronunciation – /i:/ and / I /

1. In Unit 13 you practiced hearing the difference between short and long vowel sounds. Access this link to the [Cambridge Learning English site](#) for some more practice.
2. Practice hearing the difference between the 2 sounds: [ear training games](#).
3. Practice the [syllable stress in words connected to health](#) from Cambridge Assessment.

Take action

1. Access the link to the ‘Take Action Today’ site for [Goal 2](#) and/or [Goal 7](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.
2. Or choose an action from [The Good Life Goals](#).
3. Or choose an action from [170 Actions](#).

Play a game – [FreeRice](#)

FreeRice by the UN World Food Programme (WFP) is a free trivia game that helps end world hunger. For every question you answer correctly, the cash equivalent of 10 grains of rice is donated by a group of sponsors. The money goes to work where it's needed most – saving and changing lives around the world. FreeRice helps you learn more about the SDGs while making a difference for people around the world. By playing FreeRice you are generating the money that supports WFP's ongoing emergencies. 100% of all funds generated on FreeRice go to the World Food Programme. FreeRice does not earn or keep any money it raises. Since 2010 FreeRice has raised more than 210 billion grains of rice for people in need. In cash equivalent that is US \$1.8 million! Join the community of 500,000 players from around the world and start making a difference today.

FreeRice is a responsive web app that can be played in any browser on desktop or mobile devices. Visit www.freerice.com to learn more and start answering questions right away. Boost your brain power while helping reach zero hunger. **NB** – you need to create an account to play.

Sing

Choose one (or more) of the songs to listen to. When you have listened record your response to the song. This could be:

- a short, written response
- a drawing
- an infographic
- a video of yourself talking about it (made on your phone)
- any other mode that allows you to respond to the song

1. 'Hungry Freaks, Daddy', by Frank Zappa (1966)

In this song Frank Zappa critiques America's treatment of its hungry and homeless population. He contrasts America's wealth with its hunger problem and describes 'corny tricks' that America resorts to (ways of deceiving someone that have been repeatedly used) in order to hide its poverty, which has become a hidden epidemic that needs to be addressed.

NB a 'freak' is an informal term for someone who is considered to be very strange because of the way they look or behave.

[You can find the song here on YouTube.](#)

2. 'Why?', by Tracy Chapman (1988)

This is a protest folk song from American singer-songwriter Tracy Chapman, questioning our failure to act on important social issues.

[You can find the song here on YouTube.](#)

3. 'Human', by Rag 'n' Bone Man

Go to the [lyrics training website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to web' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

4. 'Everybody hurts', by R.E.M. (1992)

The song is about the importance of asking for help as a way of supporting our emotional wellbeing.

There are times when all of us need help. As the singer says ‘Don’t let yourself go, because everybody cries, everybody hurts sometimes.’

Go to the [lyrics training website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the ‘go to web’ button at the top of the screen to get started. You don’t need to create an account – just click ‘maybe later’ when you see the prompt on the screen. Try the ‘intermediate’ level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the ‘advanced’ level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can’t catch it.

Something else?

Is there something you’ve spent time studying that hasn’t been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

Use the menu bar on the left-hand side of the screen to access Unit 15.

UNIT 15 CLIMATE: SDG15

Life on Land



Goal no. 15 of the 2030 Agenda for Sustainable Development aims to **protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.**

Click on the arrows to reveal more information about SDG15. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-177>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin the Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG 15). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Noun person	Adjective
.	biodiversity		biodiverse
To combat	combat	combatant	combative
To rely on	reliability/reliance		reliable/reliant (on)
To degrade	degradation		degraded
To conserve	conservation	conservationist	conserved

Introduction

In Unit 10 you learned about the way climate change is affecting buildings and cities. In this Unit you’ll learn about the way climate change is affecting all life on earth, and establish links between climate and health.

Climate change has serious impacts on population health. An increase in global temperature impacts:

- the frequency and intensity of weather events
- food availability and nutrition
- infection rates
- the quality and safety of air and water
- mental health

In your local context...

Are any these effects of climate change noticeable?

Data Visualisation – Who Is at Risk of Climate Change?

As the infographic states, climate change affects everyone, everywhere. It highlights particular groups, however. (Click here to [see the infographic full screen](#)).

Read the infographic and use the information there, plus information you've gained in previous Units of ***Develop Your English*** to decide what risks the following groups might face from climate change:

- Those living in poverty.
- Outdoor workers.
- Children.
- Those living in cities, small island developing states, coastal, mountainous and polar regions.
- Countries with weak health systems.



Who is at risk of climate change?

Data visualisation transcript

Listening – Links between climate and health (3 mins)

THE CONVERSATION

Credit: [The Conversation](#) 'Health Beyond the Horizon' podcast, Sandro Demaio, Associate Professor,

Melbourne School of Population and Global Health, The University of Melbourne, Australia. Licence: [CC BY NC ND](#)



Nick Watts,
Director of the
Global Climate
and Health
Alliance

Before you listen

Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are health (12), climate (11), change (11), global (7), development (6), countries (5). With the title in mind ('Links between climate and health') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen for specific information

Play the audio here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-204>

(Or access [The Conversation podcast](#) and listen from 0.20mins to 3mins).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-196>

Download the transcript here: [Unit 15 Listening Transcript](#)

Function – Establishing links

In Unit 14 you learned ways to talk about causality. In the listening you heard Nick Watts establish links between climate (X) and health (Y). However, this time not all of the links are causal. Some describe the link between two things without saying that one is the cause of the other.

Focus on ways to establish links

3 structures from the listening that describe the link between 2 things *without* demonstrating causality:

1. There **are links between** X and Y
2. X **interacts with** Y
3. There **are links from** X **to** Y

2 structures that Watts uses which *do* demonstrate causality:

1. X **causes** Y (definite)
2. X **has the potential to cause** Y (less definite)

Practice

1.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-197>

2. Use your notes from the listening to complete these sentences showing links between climate change and health:

1. Changes in environmental patterns cause...
2. Climate change has the potential to cause...
3. There are links between changes in environmental patterns and...
4. Climate change could...
5. Climate change threatens...



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-225>

Vocabulary – Contronyms

As you know, many words in English have more than one meaning. A contronym is a word that has two

meanings **and the two meanings are the opposite of each other**. For example, the verb ‘to weather’ is a contronym as it means both to withstand and to wear away:

1. She was able to successfully **weather** a difficult period at work (to withstand or to combat).
2. The constant movement of the waves **has weathered** the rocks along the shoreline (to wear away or to erode).

Here are some more contronyms that you might want to add to your vocabulary book:

Focus on contronyms (a word with 2 opposite meanings)

Weather (vb.) to withstand something **or** to wear away.

1. She was able to successfully **weather** a difficult period at work (to withstand or to combat).
2. The constant movement of the waves **has weathered** the rocks along the shoreline (to wear away or to erode).

Apology (n.) a statement of contrition for an action **or** a defence of an action.

1. He offered her an apology for his mistake.
2. The book is an apology for capitalism.

Bolt (vb.) to secure something **or** to run away from something.

1. Before going to bed she locked and bolted the door.
2. The horse was frightened by the noise and bolted out of the stable.

Bound (vb.) heading to a destination **or** restrained from movement.

1. The aeroplane was bound for America.
2. The security guard was bound by the ankles during the robbery.

Dust (vb.) to add fine particles **or** to remove fine particles.

1. The storm dusted every surface with a fine layer of sand.
2. He stood up and dusted the sand from his knees.

Fast (adj.) quick **or** stuck.

1. She is a fast runner.
2. The car was stuck fast in the mud.

Left (vb.) remained **or** departed.

1. He was the only person left in the building after the class.
2. At the end of the class, she left and walked home.

Peer (n. person) a member of the nobility **or** an equal.

1. He has a high social position and is a hereditary peer.
2. Teenagers are often strongly influenced by their peers.

Sanction (n.) approval **or** a boycott.

1. They tried to get official sanction for the plans.
2. While the war is going on, many countries have imposed economic sanctions and refuse to trade with the aggressor.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-198>

If you are studying in a classroom, work in pairs and tell your partner your sentences. They should guess which meaning (1 or 2) it exemplifies.

Reading – Climate Change is Affecting all Life on Earth – and That's Not Good News for Humanity

Before you read – predict

The text offers several examples of the way climate change is affecting species, including the fact that some

butterflies are changing colour, and salamanders and cold-water fish are shrinking in size. Can you think of any reasons why this is happening?

Skim read

Skim read paragraph 3 (max 1 min) and see if your predictions were accurate.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-199>

Read for detail

Read the text carefully (max 10 mins) and make notes. Click on the headings on the left-hand side to access each section and make notes in the text box. When you have finished, download your notes to your own computer.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-200>

Climate change is affecting all life on earth – and that's not good news for humanity



Dr. Brett Scheffers, Assistant Professor, University of Florida, USA and Prof. James Watson, The University of Queensland, Australia

More than a dozen authors from different universities and nongovernmental organisations around the world have concluded, based on an analysis of hundreds of studies, that almost every aspect of life on Earth has been affected by climate change.

In more scientific parlance, we found in a paper published in *Science* that genes, species and ecosystems now show clear signs of impact. These responses to climate change include species' genome (genetics), their shapes, colours and sizes (morphology), their abundance, where they live and how they interact with each other (distribution). The influence of climate change can now be detected on the smallest, most cryptic processes all the way up to entire communities and ecosystems.

Some species are already beginning to adapt. The colour of some animals, such as butterflies, is changing because dark-coloured butterflies heat up faster than light-coloured butterflies, which have an edge in warmer temperatures. Salamanders in eastern North America and cold-water fish are shrinking in size because being small is more favourable when it is hot than when it is cold. In fact, there are now dozens of examples globally of cold-loving species contracting and warm-loving species expanding their ranges in response to changes in climate.

All of these changes may seem small, even trivial, but when every species is affected in different ways these changes add up quickly and entire ecosystem collapse is possible. This is not theoretical: Scientists have observed that the cold-loving kelp forests of southern Australia, Japan and the northwest coast of the U.S. have not only collapsed from warming but their reestablishment has been halted by replacement species better adapted to warmer waters.

Flood of insights from ancient flea eggs

Researchers are using many techniques, including one called resurrection ecology, to understand how species are responding to changes in climate by comparing the past to current traits of species. And a small and seemingly insignificant organism is leading the way.

One hundred years ago, a water flea (genus *Daphnia*), a small creature the size of a pencil tip, swam in a cold lake of the upper north-eastern U.S. looking for a mate. This small female crustacean later laid a dozen or so eggs in hopes of doing what Mother Nature intended – that she reproduce.

Her eggs are unusual in that they have a tough, hardened coat that protects them from lethal conditions such as extreme cold and droughts. These eggs have evolved to remain viable for extraordinary periods of time and so they lay on the bottom of the lake awaiting the perfect conditions to hatch.

Now fast forward a century: A researcher interested in climate change has dug up these eggs, now buried under layers of sediment that accumulated over the many years. She takes them to her lab and amazingly, they hatch, allowing her to show one thing: that individuals from the past are of a different architecture than those living in a much hotter world today. There is evidence for responses at every level from genetics to physiology and up through to community level.

By combining numerous research techniques in the field and in the lab, we now have a definitive look at the breadth of climate change impacts for this animal group. Importantly, this example offers the most comprehensive evidence of how climate change can affect all processes that govern life on Earth.

From genetics to dusty books

The study of water fleas and resurrection ecology is just one of many ways that thousands of geneticists, evolutionary scientists, ecologists and biogeographers around the world are assessing if – and how – species are responding to current climate change.

Other state-of-the-art tools include drills that can sample gases trapped several miles beneath the Antarctic ice sheet to document past climates and sophisticated submarines and hot air balloons that measure the current climate.

Researchers are also using modern genetic sampling to understand how climate change is influencing the genes of species, while resurrection ecology helps understand changes in physiology. Traditional approaches such as studying museum specimens are effective for documenting changes in species morphology over time.

Some rely on unique geological and physical features of the landscape to assess climate change responses. For example, dark sand beaches are hotter than light sand beaches

because black color absorbs large amounts of solar radiation. This means that sea turtles breeding on dark sand beaches are more likely to be female because of a process called temperature dependent sex determination. So with higher temperatures, climate change will have an overall feminizing effect on sea turtles worldwide.

Wiping the dust off of many historical natural history volumes from the forefathers and foremothers of natural history, who first documented species distributions in the late 1800s and early 1900s, also provides invaluable insights by comparing historical species distributions to present-day distributions.

For example, Joseph Grinnell's extensive field surveys in early 1900s California led to the study of how the range of birds there shifted based on elevation. In mountains around the world, there is overwhelming evidence that all forms of life, such as mammals, birds, butterflies and trees, are moving up towards cooler elevations as the climate warms.

How this spills over onto humanity

So what lessons can be taken from a climate-stricken nature and why should we care?

This global response occurred with just a 1 degree Celsius increase in temperature since preindustrial times. Yet the most sensible forecasts suggest we will see at least an increase of up to an additional 2-3 degrees Celsius over the next 50 to 100 years unless greenhouse gas emissions are rapidly cut.

All of this spells big trouble for humans because there is now evidence that the same disruptions documented in nature are also occurring in the resources that we rely on such as crops, livestock, timber and fisheries. This is because these systems that humans rely on are governed by the same ecological principles that govern the natural world.

Examples include reduced crop and fruit yields, increased consumption of crops and timber by pests and shifts in the distribution of fisheries. Other potential results include the decline of plant-pollinator networks and pollination services from bees.

Further impacts on our health could stem from declines in natural systems such as coral reefs and mangroves, which provide natural defence to storm surges, expanding or new disease vectors and a redistribution of suitable farmland. All of this means an increasingly unpredictable future for humans.

This research has strong implications for global climate change agreements, which aim to keep total warming to 1.5C. If humanity wants our natural systems to keep delivering the nature-based services we rely so heavily on, now is not the time for nations like the U.S. to step away from global climate change commitments. Indeed, if this research tells us anything it is absolutely necessary for all nations to up their efforts.

Humans need to do what nature is trying to do: recognise that change is upon us and adapt our behaviour in ways that limit serious, long-term consequences.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.

Download answers here: [Unit 15 Reading – Answers](#)

Vocabulary – Mitigation

mit·i·ga·tion /ˌmɪtəˈgeɪʃən/ **noun** [uncountable]  

1 → in mitigation

2 *formal* a reduction in how unpleasant, harmful, or serious a situation is

[Entry for the noun 'mitigation'](#) from the Longman Dictionary of Contemporary English.

Read the extract below from the ‘Why this goal?’ section at the start of the Unit, noticing the verbs **in bold** that relate to mitigation.

‘**Preserving** diverse forms of life on land requires targeted efforts to **protect**, **restore** and promote the conservation and sustainable use of terrestrial and other ecosystems. Goal 15 focuses specifically on **managing** forests sustainably, **halting** and **reversing** land and natural habitat degradation, successfully **combating** desertification and **stopping** biodiversity loss.’

Practice

In your notes about paragraphs 15 and 16 in the reading task (‘Climate change is affecting all life on

earth’) you answered the question ‘Why should humans care about the changes that are happening to world resources?’ Use your answer to that question to write a paragraph that uses as many of these verbs as possible. Write your paragraph in the text box. When you have finished click ‘check’ and then ‘show solution’ to see a sample answer.

to mitigate	to preserve	to protect	to restore	to stop
to manage	to halt	to reverse	to combat	



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1984#h5p-202>

Writing

In this Unit you’ve learned about the way climate change is affecting life on earth, and in Unit 11 you heard from the women land defenders in Canada. Here Alessandra Korap’s story exemplifies the way construction and mining activities are affecting the land and ecosystems and threatening the way of life of indigenous people in the Amazon.

Read Alessandra’s story and write a response to it that incorporates what you know about the climate crisis and life on land and SDG15 Life on Land. Write about:

- Protected lands in the Amazon and the way construction, mining and logging companies are behaving.
- Some of the effects of these industries on local populations.
- The efforts of the Indigenous Association to protect the ecosystem of the Amazon.
- Alessandra’s experience of being a female land defender.
- Any other topic relevant to the challenges of defending the environment and SDG15.

Alessandra Korap: Coordinator of Pariri – Munduruku Indigenous Association

Alessandra Korap is the first woman to lead the Pariri Indigenous Association, which fights to uphold free, prior and informed consent for construction in protected indigenous areas of the Amazon. Construction and mining activities can affect the ecosystem and threaten the way of life for indigenous people. Warriors, women and the elderly from local tribes go into the forest to self-demarcate, put up signs, and expel loggers or land grabbers from their ancestral lands.

“For us this territory is life. All the ethnic groups of Brazil, of which there are more than 305 peoples are suffering attacks. Our brothers, the Yanomami, the children are malnourished because of mining. We very often take on the inspection role that today is called auto-demarcation.”

“If people do not perform this role of territorial inspection, the land will be pillaged and burned in order to create pastures and soya fields, open for gold miners. As a woman I faced barriers. In the beginning it was not easy because of the patriarchal culture. Men have voices, women don’t. But we showed that we are capable and that we wanted to defend the territory. Women don’t negotiate lives of our children. We never negotiate the lives of our people. And we will continue to resist.”

Despite the intensifying intimidation and threats against her and her family, Alessandra continues to fight for her community. “If one day there is news that Alessandra was killed, at least I did something to defend my territory and my people,” says Alessandra. In 2020, Alessandra was awarded the 2020 Robert F. Kennedy Human Rights prize for her invaluable work in defending her communities’ rights and ancestral lands in Brazil.

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

The health of all life on earth is being affected by climate change. Many of the issues you have learned about in **Develop Your English** are directly caused by climate change. For example, an impact of climate change is flooding and drought, which displace millions of people (Unit 9), sinking them into poverty (Unit 7) and hunger (Unit 13), denying them access to basic services such as health (Unit 14) and education (Unit 8),

expanding inequalities (Unit 10), stifling economic growth (Unit 9), and even causing conflict (Unit 11). Prepare a 3-minute presentation about one of these issues. When you are ready work in small groups and give your presentation to your peers.

In your local context...

Read the summary and answer the questions below.

SDG15 Summary

Terrestrial ecosystems provide a series of goods, raw materials for construction and energy, food and a series of ecosystem services including the capture of carbon, maintenance of soil quality, provision of habitat for biodiversity, maintenance of water quality, as well as regulation of water flow and erosion control, therefore contributing to reduce the risks of natural disasters such as floods and landslides, **regulate** climate and maintain the productivity of agricultural systems. Maintaining those ecosystems greatly support **climate change mitigation** and adaptation efforts.

Preserving diverse forms of life on land requires targeted efforts to **protect, restore** and **promote** the conservation and sustainable use of terrestrial and other ecosystems. Goal 15 focuses specifically on **managing** forests sustainably, **halting** and **reversing** land and natural habitat degradation, successfully **combating** desertification and **stopping** biodiversity loss. All these efforts combined aim to ensure that the benefits of land-based ecosystems, including sustainable livelihoods, will be enjoyed for generations to come.

Reproduced with kind permission of the UN Environment Programme, 2023. All rights reserved.

1. The words in **bold** relate to ways we can mitigate the effects of climate change. Are you aware of any efforts to do this in your local context, or any initiatives you could support to further the aims of SDG15?
2. Thinking about the links between climate and health, have you observed the impact of climate change on the health of a community you are familiar with?
3. In this Unit you've learned about ways climate change is affecting people and how it is affecting other species. What do you think is the biggest challenge to halt climate change?

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here is a prompt related to this Unit:

‘Let’s have a dialogue about the links between climate change and people’s health; for example, how changes in environmental patterns are driving infectious diseases. Tell me some interesting facts, and I will ask you for more details about them.’

Looking ahead to Unit 16

In Unit 16 you’ll find out why the public often fail to support measures to address climate change, and consider the influence young people have on climate politics.

1. Do you have any experience of people either failing to support, or actively trying to block measures designed to mitigate the effects of climate change?
 2. Is there a youth movement for climate justice in your local context? Do school children support Greta Thunberg’s School Strike for Climate Change?
-

UNIT 16 CLIMATE: SDG13

Climate Action



Goal no. 13 of the 2030 Agenda for Sustainable Development aims to **take urgent action to combat climate change and its impacts.**

Click on the arrows to reveal more information about SDG13. You don't need to remember everything you read – the main thing is to get an overview of this Goal.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-178>

Information and targets reproduced under the [terms and conditions of United Nations websites](#). Copyright (2023).

A reminder that links in this e-book do not open in a new tab. If you click on any link to a webpage, click the back button in your browser to return here.

Key vocabulary

Check that you know the meaning and the whole word family of these key words before you begin

the Unit. (NB there may be other versions of the word forms – these are the common forms in the context of SDG13). Also notice some common collocations **in bold** in the ‘Why this goal?’ and ‘Targets’ sections above. Add any new words, word families or collocations that you would like to remember to your [vocabulary book](#).

Verb	Noun	Adjective
To change	change	changing/changeable
To emit	emission	emitted/light-emitting
To reverse	reversion	reversible
To mitigate	mitigation	mitigating

Introduction – In your local context...

In this Unit you’ll find out why the public sometimes fail to support measures designed to address climate change and consider some ways to change attitudes, as well as learning about the influence young people have on climate politics.

1. Do you have any experience of communities resisting changes that are designed to help them and be of benefit to the environment?
 2. Have you ever joined a campaign or a march or a political cause related to climate change?
-

Data visualisation – Climate change is humanity’s ‘code red’ warning

Before you read

1. In Unit 15 you learned about changes happening in the animal kingdom as creatures adapt to warmer temperatures. How many examples can you remember?
2. In Unit 10 you learned about extreme weather events. What examples of natural disasters or extreme weather events have you heard about or experienced?

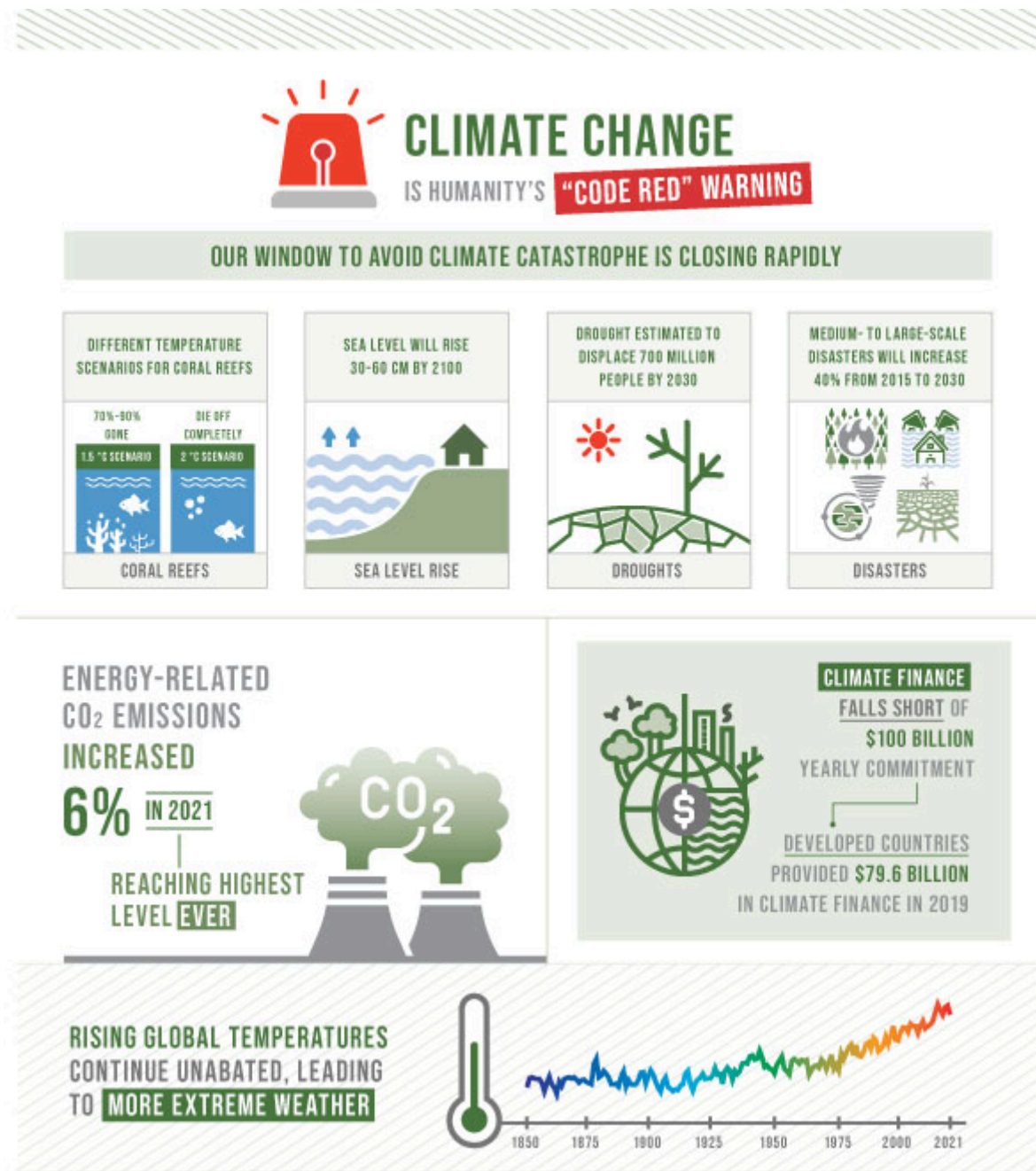
Read

Read the infographic below (right click the image to open in a new tab and see the infographic full screen) and complete the tasks.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-203>



[Climate change is humanity's 'code red' warning](#)

Download the transcript here: [Unit 16 Infographic transcript](#)

What do you think?

1. What is your opinion of the way the burden of climate change falls on poor countries – not just in terms of extreme weather events leading to drought and hunger, but also by requiring them to provide finance to tackle it?
2. Do you think governments have been pro-active enough in recent years to introduce measures to control greenhouse gas emissions that can prevent rising temperatures?

Reading – How to make climate action popular

Before you read

‘Green new deal’ proposals call for public policy to address climate change and simultaneously achieve other social aims such as job creation, affordable housing and the reduction of economic inequality. For example:

- Insulating homes and building low-carbon, affordable housing could slash energy bills **and** reduce emissions at the same time.
 - Creating nature-friendly farming offers healthier food **and** enriched wildlife.
 - Expanding and improving public transport would help ease congestion **and** allow people to breathe cleaner air.
1. In the text you’ll read about the fact that the public often oppose measures like these, even when they are designed to improve their well-being. Can you think of any reasons why?
 2. In Unit 6 you learned the word equity. Can you think of a link between government measures designed to address climate change and the idea of equity?
 3. The examples above suggest overlaps between the SDGs. Can you think of any others? Use the list on the [Welcome page](#) to help you.

Vocabulary – Lack of support

The first half of the text (paragraphs 1 – 5) deals with the fact that measures to tackle the climate emergency are sometimes met with opposition from the public, who don’t like the measure being proposed. Before you read the whole text, read the sentences extracted from the text and complete the task.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-208>

Read for main idea and for detail





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-207>

THE CONVERSATION CC BY ND

How to make climate action popular



Dr. James Patterson, Assistant Professor of Institutional Dynamics in Sustainability, Utrecht University, Netherlands, and Dr. Marie Claire Brisbois, Senior Lecturer in Energy Policy, University of Sussex, UK

Ambitious action is needed to stop average global temperatures rising above 1.5°C. But some measures to cut fossil fuel use and develop alternative industries have provoked resistance. Wind farms can be a common source of public ire, and so can carbon taxes – as large protests in France and Australia show.

Opposition to climate action can also arise when people are faced with the consequences of moving away from fossil

fuels in everyday life, whether it's changes to how we travel, eat, and heat or cool our homes. Even where people are broadly in favour of doing something about climate change, that support can evaporate when it involves changes to their daily routines.

So what's the secret to making climate action popular? Scholars have converged on two key ingredients: equity and participation.

Equity

The costs and benefits of climate action should be fairly distributed, and people who are likely to struggle to cope with any changes need support. In British Columbia, Canada, resistance to broad-based carbon taxes on fossil fuels in transport and electricity generation has been mild. One reason for this is that the provincial government offered low-income residents tax credits to balance out the financial hit.

The yellow vests movement (*gilets jaunes* in French) led a very different response to a fuel levy increase in France in 2018-19. This price hike would disproportionately affect people

already struggling financially. Failing to fairly distribute the costs of climate action risks sparking a public outcry and alienating people who might otherwise support such measures.

There's an opportunity when crafting climate policy to not only avoid this kind of backlash, but to also make people enthusiastic about the wider benefits of decarbonisation. This idea is at the heart of the concept of the green new deal. For instance, insulating homes and building low-carbon, affordable housing could slash energy bills and emissions at the same time. Creating nature-friendly farming offers healthier food and enriched wildlife. Expanding and improving public transport would help ease congestion and allow people to breathe cleaner air.

Participation

Sometimes the people contesting a policy are not against taking action on climate change, they simply want things to be done differently. For example, in the case of the yellow vests, new research suggests many protesters were demanding that processes for deciding climate action be made more inclusive. Climate assemblies and other kinds of consultation that allow the public to have a say in the direction of national and regional climate policy have been used in France, Ireland, and the UK.

Research shows that participation must be meaningful for the public to accept the results. When people are invited to develop policy, governments that fail to act on their recommendations risk eroding trust.

The same issue can occur when governments fail to make clear how the decisions of citizens assemblies will be used. The advice that members of the public arrive at in these deliberative processes may be set aside if it competes with the of powerful figures like industry lobbyists. Ultimately, public participation should not be used by politicians to outsource, delay or deflect responsibility for difficult decisions.

So, while there are no easy answers for how to make a government's climate agenda legitimate, paying close attention to equity and participation is important. That will mean tackling inequalities in wealth distribution and strengthening democratic processes so that they're capable of the long-term planning necessary.

In countries around the world, surveys suggest that people are more worried about climate change than ever. Channelling public concern towards concrete actions that improve lives is the best course of action that research recommends. But as governments roll out climate policies, it's also very important they continue to learn from the experience.

Large-scale public investment and industrial policies to manage the transition from fossil fuels are increasingly part of the climate debate. This would have been unthinkable just a few years ago. New and creative ways of dealing with climate change that invite ordinary

people into the process can generate further enthusiasm and shift the focus away from limits and sacrifice.

NB This version of the article, with permission from the author, does not include the hyperlinks to supporting articles found in the original. Click the title for the full version of the text, published under a CC BY ND licence in *The Conversation*, which should be used for reference and sharing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-215>

Grammar – Modal verbs of lost opportunity

Throughout *Develop Your English* you've learned about many inactions on the part of those with money and influence, and lost opportunities to address the targets of the Sustainable Development Goals. The sentence from the conclusion of the text reminds us that despite this, some progress has been made in terms of climate action.

'Large-scale public investment and industrial policies to manage the transition from fossil fuels are increasingly part of the climate debate. **This would have been unthinkable** just a few years ago'.

Focus on modal verbs of lost opportunity: could have, would have & should have + past participle

'Could have', 'would have' and 'should have' + past participle can be used to talk about a lost opportunity, or something that did not happen in the past.

Could have – for something that was possible in the past but did not happen.

In France, the government could have consulted with the people about the proposed changes.

Should have – for an opportunity in the past that wasn't taken (and the speaker thinks this is wrong).

In France, the *yellow vests* protestors said the government should have consulted citizens about the proposed changes and distributed the costs more fairly.

Would have – for something that was desired in the past but did not happen (often followed by but...).

In Canada, residents would probably have resisted taxes on fossil fuels, but the government offered tax credits to mitigate the expense.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-209>

Speaking – Discussion

In March 2019 the Swedish climate activist Greta Thunberg wrote on the social media site Twitter: 'Over 1.5 million students on school strike 15/3. We proved that it does matter what you do and that no one is too small to make a difference'.

Thunberg, G. (2019) 'Over 1,5 million students on school strike' Twitter, 15 March. Available at: <https://twitter.com/GretaThunberg/status/1107288729482342401> (Accessed: 1.8.2023).

1. Have you heard of Greta Thunberg? And school strike for climate change?
2. What do you think of the fact that on one day, over 1.5 million school children around the world went on school strike – missing school to protest that not enough is being done to mitigate against climate change?
3. What do you think Thunberg means when she says 'no one is too small to make a difference'?
4. Do children in your local context join the school strike?
5. Greta Thunberg currently has 5.7 million followers on Twitter. Does that tell us anything, or not really?

Pronunciation – Sentence stress

English is a stress-timed language. In Units 1, 2 and 5 you learned about word stress. Here you'll focus on sentence stress, and notice how changing the main stress in a sentence can change its meaning.

Focus on contrastive stress

Read this sentence:

We proved that it does matter what you do, and that no-one is too small to make a difference.

If we move the main stress and emphasise one part of the sentence, the meaning changes:

1. We proved that it **does** matter what you do and that no one is too small to make a difference.
 2. We proved that it does matter what you do and that **no one** is too small to make a difference'.
 3. We proved that it does matter what you do and that no one is **too small** to make a difference'.
- The meaning of the first sentence is that despite what other people say, our actions really matter.
 - The meaning of the second sentence is that every individual can make a difference.
 - The meaning of the third sentence is that no one is too young or powerless to support climate action.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-232>

Vocabulary

Use the clues to complete the crossword with terms relating to climate change that you have learned in Units 15 and 16. Add any you want to remember to your vocabulary note-book.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-205>

Listening – The youth movement grows up (5 mins)

THE CONVERSATION

Credit: [The Conversation](#), The Anthill podcast. Jack Marley, Environment + Energy Editor and Host of the Climate Fight podcast series. Licence: [CC BY ND](#)



Harriet Thew,
Researcher in
Climate Change
Governance,
Sustainability
Research
Institute,
University of
Leeds UK

Before you listen

1. One of the questions that you thought about after reading the infographic was ‘Do you think governments have been pro-active enough in recent years to introduce measures to control greenhouse gas emissions that can prevent rising temperatures?’. In the Listening you will hear Greta Thunberg, a key figure in the youth climate movement, say the following. Read the quote and decide how she would answer that same question:

‘There is no planet B. There is no planet blah. Blah, blah, blah. Blah, blah, blah. This is not about some expensive, politically correct green act of bunny-hugging or blah blah blah. Net zero by 2050 – blah, blah blah. Net zero – blah, blah, blah. Climate neutral – blah, blah, blah. This is all we hear from our so-called leaders. Words. Words that sound great but so far have led to no action’.

2. Can you guess what the informal expression ‘blah, blah, blah’ means?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-211>

3. Look at the word cloud created from the transcript. The most frequently used words (the biggest ones in the cloud) are *blah* (19); *climate* (14); *people* (9); *change* (9); *young* (8); *want* (6); *moral* (6). With the title in mind ('The youth movement grows up') create a sentence that uses as many of these words as possible and predicts the main point of the listening.



Word cloud created from the audio transcript

Listen for main ideas

Play the audio here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-206>

(Or access [The Conversation podcast](#) and listen from the start to 5.34mins).

You'll hear an interview with Dr Harriet Thew just before COP26 – the United Nations Climate Change Conference held in 2021. Below are the questions the interviewer asks her. As you listen note as many of the key points in her reply as you can:



An interactive H5P element has been excluded from this version of the text. You can view it



online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1986#h5p-210>

After you listen – Discuss

According to the text, how much influence do young people have in terms of bringing about action on climate change?

Download the transcript here: [Unit 16 Listening Transcript](#)

Writing

In this Unit you've learned about the need for climate action and ways to influence climate politics. Community leader Alejandro Naiman's story details some of the devastating effects of the climate crisis in Chile and their efforts to adapt to it.

Read Alejandro's story and write a response to it that incorporates what you know about the climate crisis and the need for action and SDG13 Climate Action. Write about:

- Evidence of the climate crisis in this local context.
- The way people's livelihoods are threatened by climate change.
- What people are doing to mitigate the effect of climate change.
- Any other topic relevant to the challenges of defending the environment and SDG15.

Living Climate Change on the Coastline of Chile

"We are seeing changes that we have never seen before – excessive rain, inexplicable things," says Alejandro Naiman, a hake fisher and community leader from El Manzano in southern Chile. Small-scale fishing is the lifeline for most people living in this coastal community, which is now threatened by the changing climate. Dramatic environmental changes are affecting the availability and abundance of species, forcing artisanal fishers and small-scale fish farmers to modify their livelihoods.

To mitigate the impact on their livelihoods, people from El Manzano and other coastal

communities have come together to learn new ways to add value to their products and diversify their production. “People talk about climate change; we are living it every day,” says Juan Torrejón, head of the local aquaculture association in Tongoy. “...We have a proposal for a processing plant, so our associates and cooperatives are not just individual producers, but we can also offer products.”

They are also considering developing sustainable tourism as an alternative source of income. Matías Torres, a fisher from Coliumo, explains, “Coliumo offers more than fishing. There is diving, nature trails, trekking and gastronomic products with a local identity. All these activities together allow the people of Coliumo to have alternatives to better adapt to the effects of climate change.”

Department of Economic & Social Affairs Statistics Division (2022) ‘Bringing Data to Life: SDG impact stories from across the globe.’ Available at: https://unstats.un.org/sdgs/report/2022/SDG2022_Flipbook_final.pdf

Speaking

Read the summary and discuss the question that follows.

SDG13 Summary

Climate change is **increasing** the frequency and intensity of extreme weather events such as heat waves, droughts, floods and tropical cyclones, **aggravating** water management problems, **reducing** agricultural production and food security, **increasing** health risks, **damaging** critical infrastructure and **interrupting** the provision of basic services such as water and sanitation, education, energy and transport.

Reproduced with kind permission of the UN Environment Programme, 2023. All rights reserved.

Identify the object(s) of each of the verbs in **bold**, then use the same verbs to share examples of how climate change is evident in your local context.

A reminder that if you have access to the internet and are studying by yourself without other people to practice your spoken English with, you can use artificial intelligence (AI) to gain fluency practice. [See here for instructions](#) and prompts.

Here are some prompts related to this Unit:

1. 'Let's have a dialogue about how the burden of climate change often falls on poor countries. Give me some information about how this happens and ask me for my opinions about it.'
2. 'Tell me why the public often oppose environmental policies designed to improve their well-being. Ask me for my opinion about each of the reasons you give me.'
3. 'Let's have a dialogue about Greta Thunberg's School Strike for Climate Action. Give me some information about it and ask me my opinion.'

Extension activities

After every two Units you are offered a choice of extension tasks. Use the menu bar on the left-hand side of the screen to access Extension Activities Units 15 and 16.

End of Section 4 – Health and Well-being

This is the end of Section 4. Think about:

- **Four** key things that you found out by working through the topics (SDG2 Zero Hunger, SDG3 Good Health and Well-being, SDG15 Life on Land, and SDG13 Climate Action).
 - **One** language skill that you think you have developed a bit further.
 - Some new vocabulary items that you have mastered (i.e. you can remember them and use them appropriately).
 - An area of language that you would like to develop further.
 - Any lifestyle change that is possible in your context to help achieve the aims of one or more of these SDGs.
-

I hope working through the Units in ***Develop Your English*** has been informative and enjoyable, and that it has helped you develop your language skills.

If you would like to continue developing your English, have a look at the Consolidation section where you'll find a wide range of web resources and self-study suggestions to support your continuing development.

EXTENSION ACTIVITIES UNITS 15 & 16

Units 15 & 16 – Climate

- **SDG 15 – Life on Land**
- **SDG 13 – Climate Action**

After every two Units you are offered a choice of extension tasks. Depending on what area you most want to develop, choose and complete a relevant task. You are welcome to complete as many as you like.

These are not tests, and no marks are awarded. They are opportunities to develop your language further, based on a self-assessment of your needs.

NOTE: It may be that in your local context you are not able to access the videos on YouTube. They're included here alongside other free-to-access resources, so hopefully you will still have plenty of choice.

Develop your knowledge of the SDGs

1. Test your knowledge of SDG15 & SDG13 with *Go Goals* digital board game

Go Goals is a ready-to-use board game developed by the United Nations that helps you understand the Sustainable Development Goals, and how each of us can contribute to realising the goals. [Access this link to the game](#) and click on the white circle next to goal 15 and goal 13 and answer the set of quiz questions that appear. Check your answers when you are done.

2. Find out more about SDG13 Climate Action

Use this climate action [worksheet from the New York Times](#). In this lesson you'll learn about some of the most effective strategies and technologies that can help head off the worst effects of global warming.

3. Input any text into [the OSDG Wheel](#) and you will be able to see any key SDGs in the text along with their estimated relevance scores (%), followed by any additional SDGs found in the text. Try inputting one of the texts you've been reading in these 2 Units.
-

Develop your writing

In Units 15 and 16 you learned about the way the climate crisis is affecting life on earth. What happens

when people are under-prepared for natural disasters caused by the climate crisis? Read the graphic story and find out about life in Yemen when the Covid-19 pandemic hit.

Write a paragraph about the importance of funding the planning process so that countries are better equipped to respond to crises in their context.



ANTICIPATORY ACTION IS CRUCIAL. THE CLIMATE EMERGENCY MEANS THAT THE RIGHT PEOPLE, EQUIPMENT AND MONEY NEEDS TO BE READY TODAY, IN ORDER TO RESPOND TOMORROW.

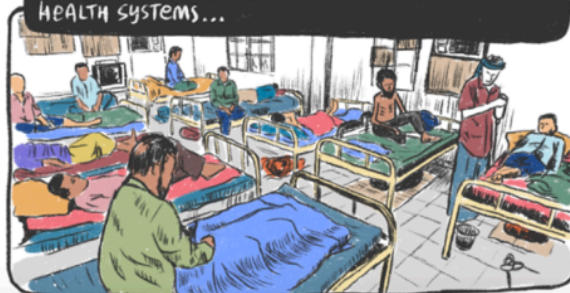


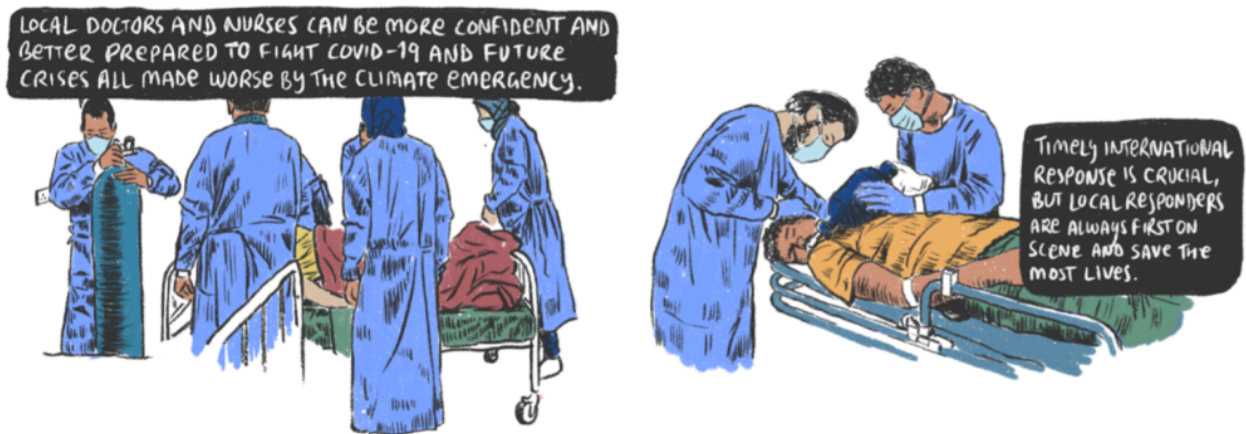
THE HEALTHCARE SECTOR IN YEMEN, FOR INSTANCE, IS OVERSTRETCHED FROM YEARS OF CONFLICT. ACCESS TO INFORMATION AND TRAINING FOR MEDICAL STAFF WAS A MAJOR CHALLENGE, EVEN BEFORE COVID-19.

WHEN FLIGHTS IN & OUT OF THE COUNTRY WERE BANNED IN MARCH - LIMITING ACCESS FOR INTERNATIONAL RELIEF TEAMS - IT EMPHASISED THE IMPORTANCE OF NATIONAL TRAINING AND CAPACITY BUILDING.



WITH AID WORKERS FOCUSED ON DEVELOPING SKILLS, EQUIPPING MEDICAL STAFF, AND REBUILDING LOCAL HEALTH SYSTEMS...





Amrita's Story: Sounding the Siren: Preparing Humanitarian Aid for the Climate Emergency

2. Publish your writing

[Letters to the Earth](#) is a website where people from all over the world of all ages are submitting and sharing their letters. You can find resources to help you write a letter on the website as well as details about how to submit.

Develop your speaking

Design and deliver a Pecha Kucha (Japanese for chit-chat). This presentation format is based on using 20 presentation slides but only talking about each of them for 20 seconds (each presentation should be 6 minutes and 40 seconds long).

- Only still images on the slides – no text or videos
- Each slide only stays on the screen for 20 seconds only
- What you say should be about the slide that is showing

Choose one of the topics and find 20 relevant images:

1. *What you've learned in these two Units:* Create a presentation with images of different topics or themes you have studied.
2. *One of the Goals:* Create a presentation with images based on one of the SDGs.
3. *A story:* Create a sequence of images of people places and things related to one or both of the SDGs.
4. *An initiative you would like to be involved with:* Research an initiative happening somewhere in the world. Create a sequence of 20 images.

Configure your slide timings so that the slides automatically change after 20 seconds. This will oblige you to be very concise!

You can practice recording your presentation/timing here:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1993#h5p-233>

Develop your pronunciation – Contrastive stress

In Unit 16 you learned about contrastive stress and how moving the main stress in a sentence can change the meaning. Watch this video from the British Council LearnEnglish to consolidate your learning.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openpress.sussex.ac.uk/developyourenglish/?p=1993#oembed-1>

Develop your reading – Read for interest

Access the link and read one (or more) of the following texts. Practice your skim reading first to get a general idea of what the text is about, and then read in more detail, focusing on the parts that interest you.

Articles from *The Conversation*:

- [The most influential climate science paper of all time](#)
- [Coffee may become more scarce and expensive thanks to climate change – new research](#)
- [Seven ways to save lives on the frontline of the climate crisis](#)
- [3 reasons local climate activism is more powerful than people realise](#)
- [3 dangers of rising temperatures that could affect your health now](#)

Pathways to Sustainability

[How could camel milk change the fortunes of Gujarat's pastoralists?](#)

Develop your vocabulary

VoiceTube – [Climate change: The view from MinuteEarth](#)

[Read more about each term](#) used in the crossword in Unit 16.

Develop your listening

Access one (or more) of the links and listen to the text. Listen once for general idea and then listen again for detail, focusing on the parts that interest you.

Resources from *The Conversation* podcasts

- [The path to net zero](#)
- [Have climate change predictions matched reality?](#)
- [Exploring the use of the Moringa plant in South Africa](#)
- [How South Africa can deliver on the right to food](#)

University of Sussex Open Lecture series – [‘A fossil treaty’, by Prof Peter Newell](#) (9 mins)

TedEd video lessons:

- [A warm embrace that saves lives, by Jane Chen](#)
 - [The disarming case to act right now on climate change – Greta Thunberg](#) (links to Unit 13 Writing)
 - [Climate change: Earth's giant game of Tetris, by Joss Fong](#)
 - [The science behind a climate headline, by Rachel Pike](#)
 - [How long will human impacts last?, by David Biello](#)
-

5 Interactive climate change education tools

[Interactive climate change education tools](#)

Take action

Access the links to [Goal 15](#) and/or [Goal 13](#) and select an action you can take in your everyday life to help meet the aims of these SDGs.

Or, choose an action from [The Good Life Goals](#).

Sing

1. 'Wonderful world', by Louis Armstrong (1967)

When he issued a remake of this song in 1970, Armstrong included a spoken introduction where he addresses complaints about the world being far from 'wonderful' by saying "Seems to me, it ain't the world that's so bad but what we're doin' to it. And all I'm saying is, see, what a wonderful world it would be if only we'd give it a chance".

Go to the [lyricstraining website](#) to listen the song and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to web' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

2. 'Big Yellow Taxi', by Joni Mitchell (1970)

'They've paved paradise to put up a parking lot'.

The lyrics were inspired by a trip to Hawaii, where Mitchell describes being heart-broken at the sight of car parks (BrE)/parking lots (AmE) as far as the eye could see. Despite its age, the song is still relevant today. 'DDT' is a reference to Dichlorodiphenyltrichloroethane, a pesticide that has detrimental impacts on wildlife, water and human health and was heavily used at the time.

Go to the [lyricstraining website](#) to listen to a cover version of the song by Counting Crows and practice your listening skills by filling in some of the words as you listen. You may need to click the 'go to web' button at the top of the screen to get started. You don't need to create an account – just click 'maybe later' when you see the prompt on the screen. Try the 'intermediate' level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the 'advanced' level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can't catch it.

Or listen to the [original Joni Mitchell version here](#).

3. Fall on me, by R.E.M. (1986)

This song was initially about environmentalism and the problem of acid rain. The result of pollutants, acid rain damages forests, fresh water, aquatic life and infrastructure. It causes paint to peel, steel on bridges to corrode, and stone statues to erode. Hence the first line ‘Don’t fall on me’. [Go to the Lyrics Training website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the ‘go to web’ button at the top of the screen to get started. You don’t need to create an account – just click ‘maybe later’ when you see the prompt on the screen. Try the ‘intermediate’ level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the ‘advanced’ level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can’t catch it.

4. Eyes Wide Open, by Gotye

This is a song by the Belgian-Australian musician Goyte. It is set in the future when people are living on a planet destroyed by our current irresponsibility and indifference. Goyte says the real tragedy is that we know what we’re doing to the world but don’t have the will to change – ‘We walk the plank with our eyes wide open’ (walk the plank = to be forced by pirates to walk to one’s death off the end of a plank jutting out over the water from the side of a ship).

[Go to the Lyrics training website](#) to listen to the song and practice your listening skills by filling in some of the words as you listen. You may need to click the ‘go to web’ button at the top of the screen to get started. You don’t need to create an account – just click ‘maybe later’ when you see the prompt on the screen. Try the ‘intermediate’ level (where you have to fill in 25% of the words as you listen) and if you can do that quite easily switch to the ‘advanced’ level (50%). Use the arrow keys below the video to listen again or to skip and have the word revealed if you can’t catch it.

Something else?

Is there something you spent time studying this week that hasn’t been covered above? What is it? Explain in detail either in writing or as an audio file on your phone.

CONSOLIDATION

In this section you can find a wide range of web resources and self-study suggestions that you can access if you would like to continue developing your English after you have completed the book.

SECTION 1 - RESOURCE USE

Units 1 – 4 Circular Economy & Innovation

Consolidate your learning – Web resources for self-study

Put it all together and take a free course

The courses below are produced by the Open University in the UK, a world leader in open and distance learning. They are not language development courses, but instead focus on the topic or SDG you have learned about in Units 1 – 4. They give you an opportunity to put all of your language skills into practice and notice new vocabulary that you have learned in an authentic environment. You can begin at any time and work at your own pace. You do not need to create an account unless you would like a free statement of participation on completion.

Completion of one (or more) of these courses is entirely voluntary, and will depend on your own circumstances. The courses are free, and available at any time. You can gain a free statement of participation from the Open University on completion of the course.

[Exploring economics: the secret life of t-shirts \(6 hours\)](#)

This free course aims to describe what goes into making and selling t-shirts. Which resources, which markets, who is involved, the income people get, the income and value they create are all discussed. You will explore these questions at different stages of the production of a t-shirt, and you'll use concepts from economics such as 'supply chains' or 'value added' to answer them. The course will be described using data. You should think about key numbers and data which help constructing evidence of how a t-shirt is produced, from raw cotton to our wardrobe.

After studying this course, you should be able to:

- define a supply chain and understand how different stages of the t-shirt production chain can be organised differently
- engage with different data sources and their objectives
- read into data to tell an economic story
- evaluate what the 'made in...' tag on your t-shirt really means.

[Textiles in Ghana \(4 hours\)](#)

Textiles in Ghana carry a far greater importance than you might expect. This free course will help you to understand how textiles can carry an assortment of meanings and values, including wealth, status and office.

After studying this course, you should be able to:

- demonstrate an awareness of the ways in which meanings and values are assigned to textiles
- understand the changing history of the making of kente and adinkra
- discuss the role of the market place in the changing history of kente and adinkra making.

[Waste management and environmentalism in China \(8 hours\)](#)

Waste management and environmentalism in China is an introduction to waste generation and waste management processes currently being practiced in China. This free course explores how the Chinese can deal with increasing volumes of waste, drawing parallels with the UK experience of waste management. It also discusses the conceptual tools that can be used to make the cycle of material use, waste production and treatment more sustainable. The course ends with a brief examination of the growth of environmentalism in China.

After studying this course, you should be able to:

- identify some of the environmental impacts of economic growth
- understand some concepts to more sustainably manage waste and resources
- identify some of the emerging social responses to China's environmental problems
- assess individual waste management habits.

[Why sustainable energy matters \(9 hours\)](#)

Access to safe, clean and sustainable energy supplies is one of the greatest challenges facing humanity during the twenty-first century. This free course will survey the world's present energy systems and their sustainability problems, together with some of the possible solutions to those problems and how these might emerge in practice.

After studying this course, you should be able to:

- demonstrate an awareness of the current sources of energy
- demonstrate an awareness of current solutions for energy sustainability problems.

[Biofuels \(5 hours\)](#)

This free course investigates what is meant by a biofuel and covers the advantages of using biofuels

compared with fossil fuels. The different types of biofuel are explored, with particular emphasis on transport biofuels. Finally, the issue of whether biofuels are the complete answer to our future energy needs is considered.

After studying this course, you should be able to:

- demonstrate general knowledge and understanding of some of the basic facts, language, concepts and principles relating to plants, in particular the composition and properties of plants and the different ways in which plant products have been utilised by humans
- demonstrate an understanding of the contribution that science can make to informed debate on issues arising from the use of plants and the threats posed to plants and their habitats
- make sense of information presented in different ways, including textual, numerical, graphical, multimedia and web-based material.

[Making creativity and innovation happen \(10 hours\)](#)

Creativity and innovation address ways of doing things better and differently. This free course focuses both on individual creativity – where it comes from and how it can be developed – as well as creativity and the related concept of innovation at an organisational level. It considers how organisations can more effectively tackle the challenges posed by creativity and innovation in order to be more successful.

After studying this course, you should be able to:

- understand different perspectives on why creativity matters
- consider cognitive aspects of creativity and how personality and individual differences might contribute
- explore ways in which individuals can enhance their own creative potential
- appreciate how organisational factors, such as culture, leadership, diversity and structure can both help and hinder creativity and innovation
- appreciate how organisations can be more strategic in their approach to creativity and innovation, including the use of creative swiping and other practices.

[Sustainable innovations in enterprises \(9 hours\)](#)

This free course introduces you to the importance of sustainable innovations, the role it plays in commercial and social enterprises and the importance to society. It explores cases of sustainable innovations in specialist areas – arts and humanities; science, technology and engineering; health and social care. The course also evaluates three methods for measuring the societal impacts of sustainable innovations. Learners are encouraged to reflect on their own experiences of cases where sustainable innovations drive success or failures in enterprises and how the positive impacts on society can be evaluated and sustained.

After studying this course, you should be able to:

- define sustainable innovation
- analyse sustainable innovations within a specialist area
- evaluate and measure the impact of sustainable innovation
- engage with the social impact of sustainable innovation with confidence
- reflect on key learning and applications to professional practice.

The oceans (15 hours)

The oceans cover more than 70 per cent of our planet. In this free course you will learn about the depths of the oceans and the properties of the water that fills them, what drives the ocean circulation and how the oceans influence our climate.

After studying this course, you should be able to:

- explain in your own words, and use correctly, all the bold terms in the text
- identify, classify and interpret various features visible on the ocean floor
- interpret temperature and salinity plots recorded in the oceans
- interpret spatial maps of temperature and salinity and deduce ocean circulation
- evaluate the role of the different oceans in the global ocean circulation.

The Stories We Live By

A free online course in ecolinguistics, by the University of Gloucester, UK

‘Stories are the secret reservoir of values: change the stories that individuals or nations live by and you change the individuals and nations themselves’ (Ben Okri, 1996. *Birds of Heaven*, p. 21).

This course by Arran Stibbe, Professor of Ecological Linguistics at the University of Gloucestershire UK, looks at the language used in advertisements, lifestyle magazines, economics textbooks, surfing guides, Native American sayings and Japanese animation. In each case, the question is whether the stories that underlie texts encourage us to care about people and the ecosystems that life depends on. There are nine parts to the course, each with a video, notes and exercises, and you can access some or all of them depending on your interest. If you would like a certificate of completion you need to register for the course, otherwise registration is not necessary.

Language tools

Vocabulary extension – Use the Oxford Learner's Word Lists

(Oxford 300 and Oxford 5000)

[The Oxford Learner's Word Lists](#) are designed to help English language learners at any level focus on the most important words to learn. Based on an extensive corpora (i.e. collections of written and spoken texts) and aligned to the Common European Framework of Reference for Languages ([CEFR](#)), the word lists have been researched and developed together with vocabulary experts, and cover the words that you will come across in class and in your study texts.

The [Oxford 3000](#) is a list of the 3,000 core words that every learner of English needs to know and includes words from A1 to B2 level. The [Oxford 5000](#) is an expanded core word list for more advanced learners of English. It contains an additional 2000 words at B2 to C1 level.

Tools to use with video

VoiceTube – The video platform [VoiceTube](#) is a free site with over one hundred thousand videos with full subtitles that are highlighted as you listen so that you can listen and read at the same time. This is a self-study tool that allows you to listen and study each individual sentence within a video:

- The videos are organised by level – Choose B2 or C1 from the left-hand menu before you begin.
- Click on any of the subtitles to jump to that part of the video.
- Select any of the subtitles and click on the 'repeat sentence' pair of arrows on the bottom left of the screen to hear the sentence repeated.
- Turn off the subtitles by clicking the button in the bottom left of the screen if you prefer
- You can take and save notes about the vocabulary within the script.
- You can listen and record yourself saying sentences from the script then compare to the original
- Click on 'channels' in the left-hand menu to select videos by topic.

TubeNote is an [app for note-making](#), to use while you are watching YouTube videos.

YouGlish is a tool for developing pronunciation. Just search for any word or phrase and [YouGlish](#) will find an example in a YouTube video and take you directly to the part of the video where the phrase appears. You can then listen to the phrase in context and see the sentence that it appears in.

TubeQuizard is a self-study tool that allows you to select level, the subject you want to study, the type of film and even the accent you want to learn. [TubeQuizard](#) will generate activities for you based around the subtitles. You can then listen, fill in gaps and check your answers. There is also a search engine so that you can type in a specific phrase and find a video that contains that text.

Develop your teamwork & language skills

Participate in the [Earth Day digital escape room](#), unlocking clues and solving puzzles to learn about Earth Day.

Use a grammar resource

[Road to Grammar](#) is a comprehensive online grammar resource.

SECTION 2 - LIFE CHANCES

Units 5 – 8 Opportunity & Children

Consolidate your learning – Web resources for self-study

Put it all together and take a free course

The courses below are produced by the Open University in the UK, a world leader in open and distance learning. They are not language development courses, but instead focus on the topic or SDG you have learned about in Units 5 – 8. They give you an opportunity to put all of your language skills into practice and notice new vocabulary that you have learned in an authentic environment. You can begin at any time and work at your own pace. You do not need to create an account unless you would like a free statement of participation on completion.

Completion of one (or more) of these courses is entirely voluntary, and will depend on your own circumstances. The courses are free, and available at any time. You can gain a free statement of participation from the Open University on completion of the course.

[Understanding economic inequality \(6 hours\)](#)

This free course explores the causes of economic inequality in modern times and its consequences for success for the economy. The course will encourage you to reflect on your personal experiences of inequality before looking at how the issue is approached in economics. You will study some of the different dimensions of economic inequality, and learn about the main debates on its role in achieving economic success. You will also have the opportunity to put yourself in the shoes of a prime minister and explore what can be done to make economies less unequal.

After studying this course, you should be able to:

- understand what economic inequality is
- know what determines economic inequality
- understand why inequality matters for society
- know some of the proposed solutions to inequality
- understand some of the measures of economic success.

[Children and violence: An introductory, international and interdisciplinary approach \(20 hours\)](#)

Children are subject to many forms of adversity, for example, poverty or ill health. However, a significant form of adversity experienced by children in many different regions of the world is violence. The form of violence against children varies widely and is hugely disparate. In this free course the focus is on three different environments where children experience violence.

After studying this course, you should be able to:

- discuss the ways in which children are the victims of violence and the multiple effects that violence has on children, encompassing not only physical pain and injury but also psychological damage
- examine the various roles that children play in relation to violence, as victims, perpetrators, witnesses, colluders and peacemakers
- analyse the relationship between children as victims of violence and as perpetrators of violence
- analyse the role of children in armed conflicts and discuss why children are not only victims in war
- examine the ways in which children and their communities have attempted to end violence in their lives.

[Lottery of birth \(12 hours\)](#)

Birth is a lottery. Where, when and to whom you are born and the society into which you are born will influence your life chances. This free online course will look at both the big picture of the ‘lottery of birth’ and the smaller, human stories. You will examine the inequalities of birth, particularly being born rich or poor and being born female or male.

After studying this course, you should be able to:

- critically analyse the complex challenges presented by the ‘lottery of birth’
- demonstrate greater insight into the ‘lottery of birth’ using an interdisciplinary approach, drawing on demography, development studies, health studies, family studies, sociology, comparative social policy, history, political science and economics
- engage in informed debate about how individuals, individual countries and global organisations have responded to demographic changes and to inequalities both between and within countries.

[The Stories We Live By](#)

A free online course in ecolinguistics, by the University of Gloucester, UK

‘Stories are the secret reservoir of values: change the stories that individuals or nations live by and you change the individuals and nations themselves’ (Ben Okri, 1996. *Birds of Heaven*, p. 21).

This course by Arran Stibbe, Professor of Ecological Linguistics at the University of Gloucestershire, UK, looks at the language used in advertisements, lifestyle magazines, economics textbooks, surfing guides, Native American sayings and Japanese animation. In each case, the question is whether the stories that underlie texts encourage us to care about people and the ecosystems that life depends on. There are nine parts to the course, each with a video, notes and exercises, and you can access some or all of them depending on your interest. If you would like a certificate of completion you need to register for the course, otherwise registration is not necessary.

Language tools

Vocabulary extension – Use the Oxford Learner's Word Lists (Oxford 300 and Oxford 5000)

[The Oxford Learner's Word Lists](#) are designed to help English language learners at any level focus on the most important words to learn. Based on an extensive corpora (i.e. collections of written and spoken texts) and aligned to the Common European Framework of Reference for Languages ([CEFR](#)), the word lists have been researched and developed together with vocabulary experts, and cover the words that you will come across in class and in your study texts.

The [Oxford 3000](#) is a list of the 3,000 core words that every learner of English needs to know and includes words from A1 to B2 level. The [Oxford 5000](#) is an expanded core word list for more advanced learners of English. It contains an additional 2000 words at B2 to C1 level.

Tools to use with video

VoiceTube – The video platform [VoiceTube](#) is a free site with over one hundred thousand videos with full subtitles that are highlighted as you listen so that you can listen and read at the same time. This is a self-study tool that allows you to listen and study each individual sentence within a video:

- The videos are organised by level – Choose B2 or C1 from the left-hand menu before you begin.
- Click on any of the subtitles to jump to that part of the video.
- Select any of the subtitles and click on the 'repeat sentence' pair of arrows on the bottom left of the screen to hear the sentence repeated.
- Turn off the subtitles by clicking the button in the bottom left of the screen if you prefer
- You can take and save notes about the vocabulary within the script.
- You can listen and record yourself saying sentences from the script then compare to the original
- Click on 'channels' in the left-hand menu to select videos by topic.

TubeNote is an [app for note-making](#), to use while you are watching YouTube videos.

YouGlish is a tool for developing pronunciation. Just search for any word or phrase and [YouGlish](#) will find an example in a YouTube video and take you directly to the part of the video where the phrase appears. You can then listen to the phrase in context and see the sentence that it appears in.

TubeQuizard is a self-study tool that allows you to select level, the subject you want to study, the type of film and even the accent you want to learn. [TubeQuizard](#) will generate activities for you based around the subtitles. You can then listen, fill in gaps and check your answers. There is also a search engine so that you can type in a specific phrase and find a video that contains that text.

Publish your writing

[Letters to the Earth](#) is a website where people from all over the world of all ages are submitting and sharing their letters. You can find resources to help you write and letter on the website as well as details about how to submit.

Develop your teamwork & language skills

Participate in the [Earth Day digital escape room](#), unlocking clues and solving puzzles to learn about Earth Day.

Use a grammar resource

[Road to Grammar](#) is a comprehensive online grammar resource.

SECTION 3 - STRUGGLE

Units 9 – 12 City Life and Dignity

Consolidate your learning – Web resources for self-study

Put it all together and take a free course

The courses below are produced by the Open University in the UK, a world leader in open and distance learning. They are not language development courses, but instead focus on the topic (or SDG) you have learned about in the previous units. They give you an opportunity to put all of your language skills into practice and notice new vocabulary that you have learned in an authentic environment. You can begin at any time and work at your own pace. You do not need to create an account unless you would like a free statement of participation on completion.

[Changing cities \(15 hours\)](#)

Urban processes are increasingly held to be responsible for causing a variety of problems environmental destruction, social injustice, global financial instability. They are also identified as harbouring the potential to meet these challenges through urban experiments in sustainable living, creative culture and alternative economies. This free course explores how contemporary processes of urbanisation challenge how we think about political agency, providing a framework for the analysis of the causes, implications and responses to issues of common concern.

After studying this course, you should be able to:

- demonstrate knowledge and understanding of key theories and styles of critical spatial thinking and decision making as they relate to the challenge of transforming urban areas
- apply a range of critical spatial and social theories to the analysis of specific issues
- track the way that issues and challenges facing specific places emerge and manifest themselves
- negotiate between a global level of analysis and the issues that are manifest in specific places.

Understanding water quality (10 hours)

Please note, this course was written in 2003/2004 therefore some of the information is now outdated.

Water is arguably the most important physical resource as it is the one that is essential to human survival. Understanding the global water cycle and how we use water is essential to planning a sustainable source of water for the future. In the UK there are areas where water supplies are limited, shown by recent droughts. Globally, there are many areas that do not have enough water to support the current population adequately. Decisions will have to be made on the best way to use water in a world where there is climate change. This free course helps explain the options.

After studying this course, you should be able to:

- describe the chemical compositions of natural waters, and explain how and why these compositions vary
- describe the main sources of water pollution, the main types of pollutant and how each type may be controlled
- outline the extent of water pollution in the UK and in selected global locations
- identify the criteria for drinking water acceptability in the EU, and outline the processes used to treat water for a public water supply
- outline how sewage may be treated before discharge to the environment.

Justice, fairness and mediation (4 hours)

This free course considers the concepts of justice and fairness from various perspectives but mainly focuses on effective policing and community empowerment. The course was produced by The Open University in association with the Police Service of Northern Ireland.

After studying this course, you should be able to:

- understand the various ways in which fairness and justice can be perceived
- understand the concept of restorative justice
- appreciate various forms of alternative dispute resolution
- reflect on the value of mediation to resolve community disputes.

Who counts as a refugee? (10 hours)

The words ‘refugee’ and ‘asylum seeker’ have a wide variety of connotations in Britain, many of them negative. This free course explores how changing social policy and terminology help to shape, and are shaped by, the experiences of people seeking asylum in the UK.

After studying this course, you should be able to:

- understand changing constructions of ‘refugees’ and ‘asylum seekers’ over the last century

- Identify ways in which the study of refugees and asylum seekers raises profound questions about the basis and legitimacy of claims for ‘citizenship’
- understand how the personal lives of refugees and asylum seekers have been shaped by social policy that constructs them as ‘other’
- understand how refugees and asylum seekers have negotiated and resisted these effects and themselves shaped social policy
- understand how ‘knowledge’ about refugees and asylum seekers is produced and reproduced through research

Energy in Buildings (10 hours)

Themes covered in this free course include reducing heating demand in buildings, heating systems and fuel emissions, and reducing electricity use by appliances. The course looks at the importance of energy in buildings in the UK, investigate heat loss and how to prevent it, ways of increasing building efficiency, decreasing CO2 emissions of different fuels and the use of efficient appliances.

After studying this course, you should be able to:

- understand the main ways in which a house loses heat energy
- carry out basic U-value calculations for windows and insulation materials
- understand the factors influencing heating system efficiency
- carry out basic calculations concerning the efficiencies and CO2 emissions of different heating systems
- carry out basic calculations concerning lighting.

The Stories We Live By

A free online course in ecolinguistics, by the University of Gloucester, UK

‘Stories are the secret reservoir of values: change the stories that individuals or nations live by and you change the individuals and nations themselves’ (Ben Okri, 1996. *Birds of Heaven*, p. 21).

This course by Arran Stibbe, Professor of Ecological Linguistics at the University of Gloucestershire UK, looks at the language used in advertisements, lifestyle magazines, economics textbooks, surfing guides, Native American sayings and Japanese animation. In each case, the question is whether the stories that underlie texts encourage us to care about people and the ecosystems that life depends on. There are nine parts to the course, each with a video, notes and exercises, and you can access some or all of them depending on your interest. If you would like a certificate of completion you need to register for the course, otherwise registration is not necessary.

Language tools

Vocabulary extension – Use the Oxford Learner's Word Lists (Oxford 300 and Oxford 5000)

[The Oxford Learner's Word Lists](#) are designed to help English language learners at any level focus on the most important words to learn. Based on an extensive corpora (i.e. collections of written and spoken texts) and aligned to the Common European Framework of Reference for Languages ([CEFR](#)), the word lists have been researched and developed together with vocabulary experts, and cover the words that you will come across in class and in your study texts.

The [Oxford 3000](#) is a list of the 3,000 core words that every learner of English needs to know and includes words from A1 to B2 level. The [Oxford 5000](#) is an expanded core word list for more advanced learners of English. It contains an additional 2000 words at B2 to C1 level.

Tools to use with video

VoiceTube – The video platform [VoiceTube](#) is a free site with over one hundred thousand videos with full subtitles that are highlighted as you listen so that you can listen and read at the same time. This is a self-study tool that allows you to listen and study each individual sentence within a video:

- The videos are organised by level – Choose B2 or C1 from the left-hand menu before you begin.
- Click on any of the subtitles to jump to that part of the video.
- Select any of the subtitles and click on the 'repeat sentence' pair of arrows on the bottom left of the screen to hear the sentence repeated.
- Turn off the subtitles by clicking the button in the bottom left of the screen if you prefer
- You can take and save notes about the vocabulary within the script.
- You can listen and record yourself saying sentences from the script then compare to the original
- Click on 'channels' in the left-hand menu to select videos by topic.

TubeNote is an [app for note-making](#), to use while you are watching YouTube videos.

YouGlish is a tool for developing pronunciation. Just search for any word or phrase and [YouGlish](#) will find an example in a YouTube video and take you directly to the part of the video where the phrase appears. You can then listen to the phrase in context and see the sentence that it appears in.

TubeQuizard is a self-study tool that allows you to select level, the subject you want to study, the type of film and even the accent you want to learn. [TubeQuizard](#) will generate activities for you based around the subtitles. You can then listen, fill in gaps and check your answers. There is also a search engine so that you can type in a specific phrase and find a video that contains that text.

Publish your writing

[Letters to the Earth](#) is a website where people from all over the world of all ages are submitting and sharing their letters. You can find resources to help you write and letter on the website as well as details about how to submit.

Develop your teamwork & language skills

Participate in the [Earth Day digital escape room](#), unlocking clues and solving puzzles to learn about Earth Day.

Use a grammar resource

[Road to Grammar](#) is a comprehensive online grammar resource.

SECTION 4 - HEALTH AND WELL-BEING

Units 13 – 16 Food and Climate

Consolidate your learning – Web resources for self-study

A. Put it all together and take a free course

The courses below are produced by the Open University in the UK, a world leader in open and distance learning. They are not language development courses, but instead focus on the topic (or SDG) you have learned about in the previous units. They give you an opportunity to put all of your language skills into practice and notice new vocabulary that you have learned in an authentic environment. You can begin at any time and work at your own pace. You do not need to create an account unless you would like a free statement of participation from the Open University on completion.

[Eating for the environment \(8 hours\)](#)

This free course will explore the links between food, nutrition and environmental sustainability. It will start by exploring the diversity on your dinner plate and encourage you to reflect on it in relation to dietary choices and preferences of people around the world. It will explore the connections between food, culture and traditions, and the challenges in providing healthy and nutritious food to the world's growing population. The course will examine innovative approaches to food that also help environmental sustainability.

After studying this course, you should be able to:

- identify the diversity of ingredients on dinner plates from around the world
- list the ingredients of a dinner plate and place them on the taxonomic tree
- recognise traditional and cultural associations of food
- identify geographical origins of different foods and intellectual property rights over them
- explore the links between food choices and environmental sustainability.

Climate change (18 hours)

Climate change is a key issue on today's social and political agenda. This free course explores the basic science that underpins climate change and global warming.

After studying this course, you should be able to:

- understand the physical basis of the natural greenhouse effect, including the meaning of the term 'radiative forcing'
- know something of the way various human activities are increasing emissions of the natural greenhouse gases, and are also contributing to sulphate aerosols in the troposphere
- demonstrate an awareness of the difficulties involved in the detection of any unusual global warming 'signal' above the 'background noise' of natural variability in the Earth's climate, and of attributing (in whole or in part) any such signal to human activity
- understand that although a growing scientific consensus has become established through the IPCC, the complexities and uncertainties of the science provide opportunity for climate sceptics to challenge the Panel's findings.

Climate change: transitions to sustainability (5 hours)

Human societies have to take urgent action to end their dependencies on fossil fuels. We have to alter the whole path of our development and decision making in order to make our societies both environmentally adaptable and sustainable. This free course takes on the task of trying to chart some of the ways in which it might be possible.

After studying this course, you should be able to:

- understand the four dimensions of globalisation in relation to climate change
- distinguish between the three approaches to achieve sustainability
- know the difference between 'government' and 'governance'
- identify what makes ecological citizenship distinctive
- understand how the medium of the web can aid transitions to sustainability.

The Stories We Live By

A free online course in ecolinguistics, by the University of Gloucester, UK

'Stories are the secret reservoir of values: change the stories that individuals or nations live by and you change the individuals and nations themselves' (Ben Okri, 1996. *Birds of Heaven*, p. 21).

This course by Arran Stibbe, Professor of Ecological Linguistics at the University of Gloucestershire, UK,

looks at the language used in advertisements, lifestyle magazines, economics textbooks, surfing guides, Native American sayings and Japanese animation. In each case, the question is whether the stories that underlie texts encourage us to care about people and the ecosystems that life depends on. There are nine parts to the course, each with a video, notes and exercises, and you can access some or all of them depending on your interest. If you would like a certificate of completion you need to register for the course, otherwise registration is not necessary.

Language tools

Vocabulary extension – Use the Oxford Learner's Word Lists (Oxford 300 and Oxford 5000)

[The Oxford Learner's Word Lists](#) are designed to help English language learners at any level focus on the most important words to learn. Based on an extensive corpora (i.e. collections of written and spoken texts) and aligned to the Common European Framework of Reference for Languages ([CEFR](#)), the word lists have been researched and developed together with vocabulary experts, and cover the words that you will come across in class and in your study texts.

The [Oxford 3000](#) is a list of the 3,000 core words that every learner of English needs to know and includes words from A1 to B2 level. The [Oxford 5000](#) is an expanded core word list for more advanced learners of English. It contains an additional 2000 words at B2 to C1 level.

Tools to use with video

VoiceTube – The video platform [VoiceTube](#) is a free site with over one hundred thousand videos with full subtitles that are highlighted as you listen so that you can listen and read at the same time. This is a self-study tool that allows you to listen and study each individual sentence within a video:

- The videos are organised by level. Choose B2 or C1 from the left-hand menu before you begin.
- Click on any of the subtitles to jump to that part of the video.
- Select any of the subtitles and click on the 'repeat sentence' pair of arrows on the bottom left of the screen to hear the sentence repeated.
- Turn off the subtitles by clicking the button in the bottom left of the screen if you prefer.
- You can take and save notes about the vocabulary within the script.
- You can listen and record yourself saying sentences from the script, then compare to the original.
- Click on 'channels' in the left-hand menu to select videos by topic.

TubeNote is an [app for note-making](#), to use while you are watching YouTube videos.

YouGlish is a tool for developing pronunciation. Just search for any word or phrase and [YouGlish](#) will

find an example in a YouTube video and take you directly to the part of the video where the phrase appears. You can then listen to the phrase in context and see the sentence that it appears in.

TubeQuizard is a self-study tool that allows you to select level, the subject you want to study, the type of film and even the accent you want to learn. [TubeQuizard](#) will generate activities for you based around the subtitles. You can then listen, fill in gaps and check your answers. There is also a search engine so that you can type in a specific phrase and find a video that contains that text.

Publish your writing

[Letters to the Earth](#) is a website where people from all over the world of all ages are submitting and sharing their letters. You can find resources to help you write a letter on the website as well as details about how to submit.

Develop your teamwork & language skills

Participate in the [Earth Day digital escape room](#), unlocking clues and solving puzzles to learn about Earth Day.

Use a grammar resource

[Road to Grammar](#) is a comprehensive online grammar resource.