

Be the Change!

TRANSFORMING OUR FUTURE WITH THE SDGs

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永井敦
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SDGs で考えるこれからのグローバル社会

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United Nations Sustainable Development Goals web site:
<https://www.un.org/sustainabledevelopment/>

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【音声ダウンロードについて】

【DVDについて】



LOCATIONS OF EACH UNIT

This map shows where each unit takes place around the globe. Because some units do not deal with a specific place, they are left off of the map.



01 GOAL 17 SDGs	02 GOAL 1 GOAL 2 Philippines Zimbabwe	03 GOAL 3 GOAL 6 South Sudan	04 GOAL 4 Pakistan Yemen	05 GOAL 7 GOAL 13 Sweden	06 GOAL 10 Saudi Arabia
07 GOAL 5 Estonia	08 GOAL 12 Japan	09 GOAL 11 Thailand	10 GOAL 14 GOAL 15 United States	11 GOAL 8 GOAL 9 Russia China	12 GOAL 16 Poland

Materials Information

	Video Clip length	Reading Passage	
		Numbers of words	Readability
Unit 1	2:31	294	8.4
Unit 2	3:04	369	8.8
Unit 3	2:21	375	8.5
Unit 4	1:47	333	10.3
Unit 5	2:30	364	10.3
Unit 6	2:26	341	12.8
Unit 7	3:02	363	11.0
Unit 8	2:05	369	11.2
Unit 9	3:08	381	11.3
Unit 10	2:11	347	11.9
Unit 11	2:19	329	12.1
Unit 12	2:25	370	11.8

*Readability=Flesch-Kincaid Grade Level

は し が き

日本の小学校では2020年4月に英語が教科として導入されました。これにより、中学・高校までに「身のまわりのこと」「日常生活のこと」「社会性のある話題」について学習者が英語で理解し、表現することを目指すことになりました。また、大学生には「社会性の高い話題」について、英語で情報を入手し、それらをまとめ、自分のことばで情報や考えを発信することが求められています。しかし、社会性の高い抽象的な事柄を、外国語である英語でやり取りすることは難しいと感じている学生は多いのではないのでしょうか。

2015年9月25日、国連総会では、持続可能な開発のために必要不可欠な、2030年までに達成を目指す新たな行動計画として「我々の世界を変革する：持続可能な開発のための2030アジェンダ（Transforming our world: the 2030 Agenda for Sustainable Development）」が採択されました。その中には、17の持続可能な開発目標（SDGs, Sustainable Development Goals）と169のターゲットが示されています。これらは従前のミレニアム開発目標（MDGs）を基にして、MDGsが達成できなかったものを実現することを目指しています。SDGsについては大学入学前に多くの学生が見聞きしているはずです。

ただ、このような人類共通の重要課題とも言うべきSDGsですが、これらを体系的に、また網羅的に扱った本格的な英語教材入門書はあまり出版されていません。21世紀を支えていく学生たちが、これらの社会性の高い諸問題を共通語（lingua franca）である英語で理解し、平易な語彙や表現を使って意思疎通をする機会を確保することは大変に意義深いと考えます。また、今後は英語を母語とする人たちよりも第二言語や外国語として使用する人たちとの意思疎通のツールとして、英語を使う機会が圧倒的に多いでしょう。

本書は大学教養教育英語授業科目で使用することを目指して編んであります。DVD映像は、AFP社の映像素材から、できるだけ理解し易い発話の素材を厳選するとともに、多種類の英語に触れられることを心掛けました。それ故、1回の視聴で細部まで理解するのは難しい場合が多いと思います。初回の視聴では大枠を掴み、ディクテーションや複数回の視聴を経て、内容理解を深めていただければ幸いです。自身の英語力に合わせて、「字幕なし」「字幕あり」を選択し、何度も視聴してみましょう。他方、READINGのセクションは全て執筆者による書き下ろしです。その後の発信につながるように、できるだけ平易な文章を使い、分量も400語以下に収めてあります。なお、執筆者の担当箇所は以下の通りです。

Marshall Higa	Preface, Unit 1, Unit 7, Unit 8, Unit 9, Review unit 1, 2, 3
永井敦	Unit 4, Unit 5, Unit 10, Unit 11, Review unit 1, 2, 3
達川奎三	はじめに, Unit 2, Unit 3, Unit 6, Unit 12, Review unit 1, 2, 3

SDGsの目標はそれぞれが独立しているのではなく、互いに依存していることにも気づくことでしょう。本教材が、SDGsに関する基本知識や問題意識を伸長し、それらを英語で理解し、発信・議論するための一助となれば幸いです。なお、本書を出版するにあたっては、実に多くの方々に御支援をいただきました。とりわけ、開文社出版の丸小雅臣社長には、格別の御助言と御尽力を賜りました。ここに記して御礼を申し上げます。

2022年

著者一同

PREFACE

This textbook deals with the United Nations initiative created in 2015, known as the Sustainable Development Goals (SDGs). In total, there are 17, interconnected goals included in the SDGs, which cover the world's more urgent issues, such as poverty, climate change and human rights. Each of the goals have concrete targets, which the UN hopes to achieve by the year 2030.

Each unit of this book will cover one or two of the 17 goals that make up the SDGs. They are meant to provide a simple introduction to the SDGs, and the units will include cases of both problems that must be solved, as well as ways that various stakeholders are solving them. Through these introductory units, we hope that you, the learner will not only feel an urgency to solve these challenges, but also be encouraged by the innovative and creative solutions that people have developed to solve various problems. The authors' hope that the contents of these units would motivate the learner to dig deeper and further their knowledge about the topics presented in this book long after you have finished.

The aim of this book is to introduce the SDGs using English as the target language and we hope it will be useful in liberal arts courses as well as specialized courses. As the SDGs affect the entire world, the entire world is required to cooperate together to achieve them. The English language is a powerful tool for this, helping bring communities and people from all over the world into communication with each other. The SDGs can only be solved if people around the world can work together.

It is our hope that this book would inspire readers to be proactive in developing a deeper understanding of the SDGs, improve their language skills, and take a proactive approach to solving the world's most pressing issues. We do not have to be diplomats or world leaders to make positive changes in our world. The United Nations has called on all of us to "be the change!"

本書の構成と使い方

Warm-up Questions そのユニットで扱うテーマに関わって、学生自身の経験や知識を簡単に述べ合います。

Watch the DVD clip そのユニットで扱う目標に関わる具体的な動画（事例）を視聴し、基本的な知識を得たり、問題意識を喚起します。

Before you watch: Vocabulary check DVDの内容理解やその後の質問に答えるために必要な語彙や重要表現の意味(定義)を、選択問題形式で確認します。

First viewing: Find the errors 1～2回のDVD視聴で、内容の大枠や重要な部分をどれだけ理解ができたかを確認します。

Second viewing: Dictation 2回以上（複数回）DVDを視聴して、話されている英文の内容理解を促進するために、空所部分をディクテーションします。

Third viewing: Comprehension questions 再度、DVDを視聴した後で、重要な内容に関する英語の質問に答え、内容理解を深めます。なお、DVDにある映像のスク립トについては、素材のオリジナリティを尊重して、原文のままを原則としています。ただし、明らかに文法的、語法的に誤りがあり、学習の妨げとなる（教育的でない）と思われる表現については、正しい英語表現に修正した部分もあります。

Reading a Passage 各ユニットで取り上げた話題についての英文を読み、新たな知識を得たり、問題意識をさらに深めます。まとまりのある英文をスムーズに読解できるように、なじみのない英語表現や固有名詞などには“NOTES”を付けてあります。

Comprehension questions 読んだ文章の重要な情報について、英語の問いに英語で答えます。

Passage summary 読んだ情報の内容理解を確かめるために、要約文の空所部分に適語補充を行います。

For Further Study DVD Activities Reading Activitiesの終わりには、その素材で扱った事柄に関する有益な情報やデータなどの参考資料を載せてあります。課題のより深い理解や問題意識の喚起に役立てましょう。

Related Information for Discussion 各ユニットの目標に関わる参考資料やデータを載せてあります。その情報に対する自身の考えを、英語で発信・議論する練習をします。授業の中で適当と思われる 場面で参照してください。

Discuss SDGs target(s) そのユニット扱ったSGD Goal(s)の具体的な目標（target(s)）を、どのようにすれば達成できるかを考え、自分の言葉で話し合ってみます。

なお、本書に載せたURL情報は出版時点のものです。それ故、URLが変更になったり、削除されている場合もあります。また、紹介している様々なデータや資料も同様で、時間の経過とともに変化しているものも少なくありません。この点を御理解いただき、授業では最新の情報を適宜お使いください。

STRUCTURE OF THE TEXTBOOK AND HOW TO USE IT

Warm-up Questions Students share their own experience and knowledge about the theme of the unit with each other.

Watch the DVD clip Students watch a video (case) concerned with the goal(s) of the unit to gain basic knowledge as well as increase their interest in the problems.

Before your watch: Vocabulary check Students check in the multiple-choice format the vocabulary and the meanings (definitions) of important expressions necessary to understand the content of the DVD and answer the subsequent questions.

First viewing: Find the errors Students check their understanding of the gist or main points of the video after watching the DVD once or twice.

Second viewing: Dictation Students work on a dictation exercise that promotes their understanding of the spoken sentences through watching the DVD multiple times.

Third viewing: Comprehension questions Students watch the DVD again to answer the questions related to the important content of the video. We tried to keep the script of the DVD as original as possible to respect its authenticity, but some obvious grammatical errors or wrong usages which would hinder students' learning were corrected.

Reading a Passage Students read a passage concerning the theme of the unit to further increase knowledge and interest in the problem. To facilitate students' reading activity, "NOTES" are provided regarding unfamiliar expressions and proper names.

Comprehension questions Students answer some questions concerning the passage.

Passage summary Students fill in the blanks to complete a summary to check their understanding of the passage.

For Further Study At the end of DVD Activities and Reading Activities are useful information or data regarding the topics covered in those activities. Students can make use of these materials to deepen their understanding of and interest in the topics.

Related Information for Discussion Further information or interesting data related to the goal(s) of the unit are provided. Students can use it to practice stating their opinions and discussing with other students in English. Instructors can refer to this information where appropriate in class.

Discuss SDGs target(s) Students discuss how they can accomplish some specific target(s) regarding the goal(s) of the unit in their own words.

Note: Data and site information in this book may be changed or deleted between the time of publication and use. We would greatly appreciate your understanding should this occur.

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The World Food Organization wins the 2019 Nobel Peace Prize and what are the SDGs?

SDGsとは？／パートナーシップによる目標達成

Unit 2: No poverty / Zero Hunger ( ) X

People living in extreme poverty in Zimbabwe, the Philippines, and OXFAM activities

貧困をなくそう、飢餓をゼロに

Unit 3: Good health / Clean water ( ) X

Malaria in a remote village in South Sudan

健康と福祉、安全な水とトイレ

Unit 4: Quality education () X

Children's and women's right to education in Yemen and Pakistan

良質の教育の保障

復習 1 REVIEW 1 : UNITS 1-4

Unit 5: Clean energy / Climate Action ( ) X

Renewable energy for and people's commitment to climate action in Sweden

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Unit 6: Reduced inequalities () X

Female driver's license in Saudi Arabia

人や国の不平等をなくそう：国内および国家間の格差を是正する

Unit 7: Gender equality () X

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ジェンダーの平等の実現

Unit 8: Responsible Consumption and Production () X

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Unit 9: Sustainable cities and communities () X

The sinking capital, Bangkok, Thailand and a woman's fight to save her jungle

持続可能な街や地域作り

Unit 10: Life below water / Life on land () X

Protecting biodiversity in the U.S. and around the world

海と陸の豊かさの維持

Unit 11: Economic Growth / Industry () X

Upgrading digital innovation in India and China

適切な経済成長／産業・変革・社会基盤の整備

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Holocaust survivors of Auschwitz

人や国の不平等をなくそう

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17 PARTNERSHIPS FOR THE GOALS



SDGsとは？／ パートナーシップによる目標達成

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

持続可能な開発目標（SDGs）は、全ての国連加盟国が共同で考案し、2015年に採択された17個の目標であり、世界の抱える最も大きな問題の数々に2030年までに対処することを狙いとしています。SDGsの掲げる公約とは「誰一人取り残さない」であり、これは世界で最も脆弱とされる市民のことを思いやり、行動を起こすことを意味します。本教科書の各ユニットは、SDGsの17個の目標について考える助けとなるだけでなく、各自が行動を起こし、みなさん自身が「変化になる」ことを促す、挑戦的な内容となっています。ユニット1ではまず目標17を扱い、SDGsの各目標を達成するために、強いパートナーシップを築くことの大切さについて学びます。

The Sustainable Development Goals (SDGs) are a group of 17 goals developed by the United Nations. They were created to tackle the world's biggest issues by 2030. This unit will focus on goal 17: Partnerships for the Goals.

UNIT 1

Introduction / Partnerships for the Goals

Warm-up questions

- (1) What do you know about the Sustainable Development Goals?
- (2) Can you name some famous international organizations supporting the SDGs movement? What are their purposes?
- (3) Have you ever done any volunteer work? If so, what did you do?
- (4) What are some ways you can help people in other countries?

BEFORE YOU WATCH: VOCABULARY CHECK

Match the correct definition to each word/phrase.

1. combat 2. deserve 3. eradicate 4. out of reach 5. undernourished
6. consequence 7. famine 8. humanitarian crisis 9. stark 10. claim

- (a) () to cause the loss of something (i.e., human lives)
- (b) () not achievable
- (c) () to have less than the necessary amount of nutrition for good health
- (d) () the result of something
- (e) () to try to stop something unpleasant or harmful from happening
- (f) () a great shortage of food
- (g) () to have earned or to be given something because of your achievements
- (h) () to get rid of something completely
- (i) () an event that puts the health, well-being and safety of people in danger
- (j) () completely visible

FIRST VIEWING: FIND THE ERRORS

Watch the DVD clip, identify the wrong information and correct it.

1. The UN's goal to eradicate hunger by 2030 will probably be achieved.
2. Soldiers and men are generally most at risk.
3. Global warming has caused widespread hunger in Yemen.
4. Only a half of Yemen's people know where their next meal will come from.

SECOND VIEWING: DICTATION

Watch the DVD clip and fill in the blanks.



Berit Reiss-Andersen (Nobel committee chairwoman): "The Norwegian Nobel committee has decided to award Nobel Peace Prize for 2020 to the World Food Programme for its ① _____."

David Beasley (Executive-director of the WFP): "I mean this is the first time in my life 5 I've been speechless. This is unbelievable. Talk about the most exciting point in time in your life is the Nobel Peace Prize, and it's because of the WFP family: they are out there in the most difficult, complex places in the world whether it's war, conflicts, climate extremes, it doesn't matter, they're out there and ② _____ 10 _____ . Wow, wow, wow."

The Nobel Peace Prize was awarded to the World Food Programme in 2020 for feeding millions of people from Yemen to North Korea, as the coronavirus pandemic ③ _____.

According to experts, despite making progress over the past three decades, the UN's 15 goal to eradicate hunger by 2030 appears out of reach if current trends continue. Women and children ④ _____.

According to the WFP, war can be caused by hunger, but hunger is also a consequence of war, with people living in areas of conflict three times more likely to be undernourished than those living in countries at peace. 20



Yemen, which is living through what the UN has described as the "largest humanitarian crisis in the world", is a stark example.

Both the UN and aid agencies have repeatedly raised the alarm over the disastrous 25 consequences of the conflict, which has claimed ⑤ _____, displaced three million and pushed Yemen to the brink of famine. WFP figures show that two-thirds of the country's 30 million people do not know where their next meal will come from.

complex: 複雑な

stark example: 誰も否定できない例

brink of famine: 飢餓の絶頂

displaced: 追い出す

THIRD VIEWING: COMPREHENSION QUESTIONS

Answer the following questions.

1. Why was the WFP awarded the Nobel Peace Prize?
2. From Yemen to North Korea, what is causing many people to go hungry?
3. What is one cause of hunger mentioned in this passage?
4. How does the UN describe the problems in Yemen?

IMPORTANT/USEFUL INFORMATION (FACTS AND FIGURES)

SDGsのタイトルに用いられている語彙の多くは、SDGsに関連するトピックについて議論する文章の中に頻繁に現れます。したがって、各タイトルに出てくる語彙をしっかりと覚え、このテキストの内容について理解し、議論ができるようになります。



貧困をなくそう No poverty

飢餓をゼロに Zero hunger

すべての人に健康と福祉を Good health and well-being

質の高い教育をみんなに Quality education

ジェンダー平等を実現しよう Gender equality

安全な水とトイレを世界中に Clean water and sanitation

エネルギーをみんなにそしてクリーンに Affordable and clean energy

働きがいも経済成長も Decent work and economic growth

産業と技術革新の基盤をつくろう Industry, innovation, infrastructure

人や国の不平等をなくそう Reduced inequalities

住み続けられるまちづくりを Sustainable cities and communities

つくる責任つかう責任 Responsible consumption, production

気候変動に具体的な対策を Climate action

海の豊かさを守ろう Life below water

陸の豊かさを守ろう Life on land

平和と公正をすべての人に Peace, justice and strong institutions

パートナーシップで目標を達成しよう Partnerships for the goals

READING ACTIVITIES

Goal 17 of the SDGs is called, “Partnerships for the goals”. You may wonder why this book begins with the 17th and final goal of the SDGs. If so, that is a good question to ask. The answer is that unless people all over the world can work together, all of the 17 goals will fail.



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You can think of the SDGs as the world’s “to-do list”, which we must complete by the year 2030. This important to-do list includes tasks that affect every single person and every single millimeter on our planet. Our actions can impact people and places on the other side of the world, thousands of kilometers away from us.

That is why in 2015, 193 countries agreed to work together on the SDGs. People everywhere understand that there are urgent and pressing issues that are too big for only a few people to solve. For example, one in nine people in the world today are undernourished. Six million children still die before their fifth birthday every year. As many as 836 million people live in extreme poverty. These problems will never be fixed if we wait for someone else to fix them. The world’s problems are all of our problems. That is why partnerships and cooperation are so important for the SDGs. These can include partnerships between governments, NGOs (Non-governmental Organizations), private industries and individual citizens.

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Finally, for people around the world to work together, a common method of communication is essential. This is why English can be such a powerful tool to not only solve the SDGs but bring the world closer together. As an official language used in 59 countries and spoken by more than one billion people throughout the world, English is an essential tool for communication.

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to-do list: しなければならないことのリスト pressing: (必要性などが) 差し迫った

COMPREHENSION QUESTIONS

Answer the following questions.

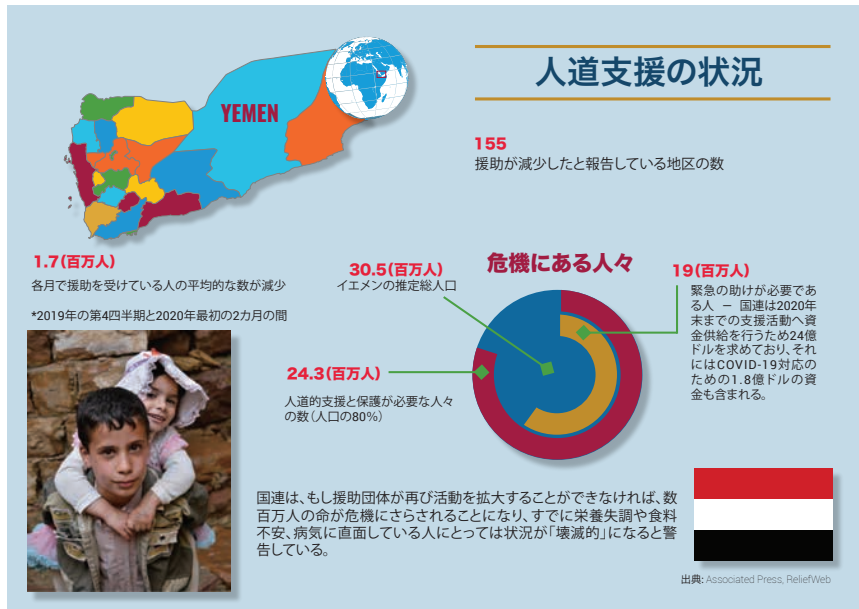
1. Why does the book begin with the 17th goal?
2. What is one example of an urgent issue described about children in this passage?
3. Who can become partners for the goals?
4. In your own words, why is English important for the SDGs?

PASSAGE SUMMARY

Fill in the blanks.

Goal 17 of the SDGs is titled, “Partnerships for the (1)”. It encourages people to (2) together in order to accomplish the world’s to-do (3). 193 countries agreed to work together in 2015 to accomplish the goals by (4). In order to work together, a common method of (5) is necessary. That is why English is so important in order to solve the SDGs.

IMPORTANT/USEFUL INFORMATION (FACTS AND FIGURES)

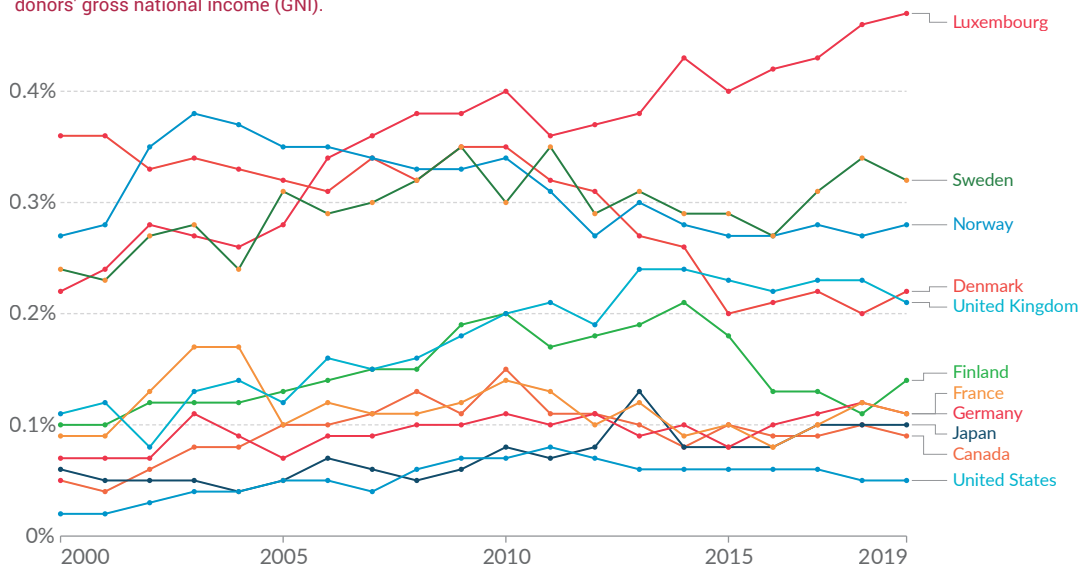


RELATED DATA AND DISCUSSION

Look at the graphic below and describe the information to your classmate(s).

Net official development assistance to LDCs as a percentage of donors' GNI, 2000 to 2019

Net official development assistance (ODA) from Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) donors to least developed countries (LDCs), given as a percentage of each donors' gross national income (GNI).



Source: Organisation for Economic Co-operation and Development

CC BY

The Organisation for Economic Co-operation and Development, Development Assistance Committee (OECD-DAC), is an international organization made of 30 member-states (the European Union is counted as one member-state). One of their major goals is to make sure that each member of the group supplies an appropriate amount of official development assistance (ODA).

GNI富裕度ランキング (2018):

(<https://www.indexmundi.com/facts/indicators/NY.GNP.MKTP.CD/rankings>)

United States (1)	Canada (10)
Japan (3)	Switzerland (20)
Germany (4)	Sweden (21)
France (5)	Norway (29)
United Kingdom (6)	Denmark (35)
	Finland (44)

OECD – 経済協力開発機構
 DAC – 開発援助委員会
 ODA – 政府開発援助
 GNI – 国民総所得

DISCUSSION TOPICS

1. *Please look up GNI on the Internet or in a dictionary. Can you explain to your classmates how it is calculated?*
2. *Do you think OECD-DAC countries should give more official development assistance?*

DISCUSS SDGS TARGET(S)

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

全ての国々、特に開発途上国での持続可能な開発目標の達成を支援すべく、知識、専門的知見、技術及び資金源を動員、共有するマルチステークホルダー・パートナーシップによって補完しつつ、持続可能な開発のためのグローバル・パートナーシップを強化する。

Do you know of any companies that are working to achieve the SDGs? What do they do?



貧困をなくそう， 飢餓をゼロに



Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

2030年までにあらゆる形態の貧困を終わらせるという目標です。世界人口のおよそ11%（7億人）が極度の貧困の中で暮らし、先進国でも3,000万人の子どもが貧困にあえいでいます。この数はCOVID-19の感染拡大で増加しました。世界的な貧困がなくなれば、戦争・紛争の原因や不安が減じます。また、飢餓を終わらせて、食料の安定確保と栄養改善を目指します。世界の8億人以上が飢餓に苦しんでいるという報告もあります。飢餓は貧困と同様に、食料や資源を争う火種となります。

Eradicating poverty and hunger are not simply charitable causes, but necessary to create justice in the world. Today, a large number of people around the world still live in poverty and lack food. In fact, the wealth gap has been increasing year by year.

UNIT 2

No poverty / Zero Hunger