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«Белгородский государственный национальный  
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**LET'S TALK AND WRITE ENGLISH  
CHALLENGES WE FACE TODAY:  
SUSTAINABLE DEVELOPMENT GOALS**

Учебное пособие



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Пособие для развития коммуникативных навыков высказывания на английском языке для студентов с продвинутым уровнем владения английским языком. Пособие выстроено в соответствии с логикой целей устойчивого развития (Sustainable Development Goals), которые были приняты на Генеральной Ассамблее ООН в 2015 году и рассчитаны на период до 2030 года.

В основе пособия – аутентичные тексты, взятые с официальных сайтов международных организаций, а также средств массовой информации, на основе которых разработаны коммуникативные задания.

Данное пособие может использоваться на занятиях по устной речи, а также для обучения основным навыкам письма в языковых вузах. Также пособие будет интересно широкому кругу лиц, изучающим английский язык, для совершенствования социально-экономической лексики.

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## ПРЕДИСЛОВИЕ

Данное учебное пособие подготовлено на кафедре английского языка и методики преподавания факультета иностранных языков Педагогического института Белгородского государственного национального исследовательского университета. Оно является продолжением серии пособий по развитию навыков устной речи и письма «*Let's Talk and Write English*» и ориентировано на студентов старших курсов факультета иностранных языков, студентов института экономики и управления (направления подготовки «Мировая экономика»), а также обучающихся других направлений, изучающих английский по расширенной сетке часов.

Цель данного пособия – способствовать формированию у студентов коммуникативных навыков иноязычного общения на основе аутентичного языкового и речевого материала в области широкой общественно-политической и социально-экономической тематики.

Следуя логике целей устойчивого развития (ЦУР) (Sustainable Development Goals, or SDRs), которые были приняты на Генеральной Ассамблее ООН в 2015 году и рассчитаны на период до 2030 года, пособие состоит из 17 глав (по одной главе на каждую цель). Цели для обеспечения устойчивого развития призывают всех жителей планеты к совместным усилиям по искоренению бедности, обеспечению надежной защиты нашей природы, повышению качества жизни и улучшению социально-экономических перспектив для каждого человека в мире. Хотя по многим направлениями, лежащим в основании ЦУР, в последнее время наметился некоторый прогресс, этого явно недостаточно для достижения поставленных целей к 2030 году, поэтому 2020 год призван запустить десятилетие решительных действий для достижения целей к 2030 году.

Каждый их разделов включает в себя задания по развитию лексических навыков, навыков чтения, устного общения и навыков письма, что позволит успешно использовать пособие как непосредственно на занятиях по английскому языку, так и при организации самостоятельной работы студентов. Пособие будет также полезным для широкого круга лиц, изучающих английский язык и интересующихся современным социально-экономическим положением в мире.



## SDG 1. NO POVERTY – “End poverty in all its forms everywhere”

### Task 1.

a) *Read the information from the official site on Sustainable Development Goals on the current situation with poverty in the world and use the correct form of the verbs in brackets.*

b) *Pick up the main facts about poverty and then discuss in class the facts most relevant to Russia.*

More than 700 million people, or 10% of the world population, still \_\_\_\_\_ (to live) live in extreme poverty and \_\_\_\_\_ (to struggle) to fulfill the most basic needs like health, education, and access to water and sanitation, to name a few. The majority of people \_\_\_\_\_ (to live) on less than \$1.90 a day live in sub-Saharan Africa. Worldwide, the poverty rate in rural areas is 17.2 per cent – more than three times higher than in urban areas.

Having a job does not guarantee a decent living. In fact, 8 per cent of \_\_\_\_\_ (to employ) workers and their families worldwide \_\_\_\_\_ (to live) in extreme poverty in 2018. Poverty affects children disproportionately. One out of five children \_\_\_\_\_ (to live) in extreme poverty. Ensuring social protection for all children and other vulnerable groups is critical \_\_\_\_\_ (to reduce) poverty.

Poverty has many dimensions, but its causes \_\_\_\_\_ (to include) unemployment, social exclusion, and high vulnerability of certain populations to disasters, diseases and other phenomena which prevent them from \_\_\_\_\_ (to be) productive. Growing inequality is detrimental to economic growth and undermines social cohesion, \_\_\_\_\_ (to increase) political and social tensions and, in some circumstances, \_\_\_\_\_ (to drive) instability and conflicts

<https://www.un.org/sustainabledevelopment/poverty/>

c) *Look at the indicators provided by the UN for SDG 1. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: Are these indicators enough to ensure elimination of poverty? What are major problems with poverty in the world now? Find the Russian equivalents to the indicators.*

- Proportion of population below the international poverty line, by sex, age, \_\_\_\_\_ (EMPLOY) status and geographical \_\_\_\_\_ (LOCATE) (urban/rural);
- Proportion of population living below the \_\_\_\_\_ (NATION) poverty line, by sex and age;
- Proportion of population covered by social \_\_\_\_\_ (PROTECT) floors/systems, by sex, distinguishing children, \_\_\_\_\_ (EMPLOY) persons, older persons, persons with \_\_\_\_\_ (ABLE), pregnant women, newborns, work-injury victims and the poor and the vulnerable;
- Proportion of population living in households with access to \_\_\_\_\_ (BASE) services;
- Proportion of total adult population with secure tenure rights to land, with legally \_\_\_\_\_ (RECOGNIZE) documentation and who perceive their rights to land as secure, by sex and by type of tenure;
- Number of deaths, missing persons and persons \_\_\_\_\_ (AFFECT) by disaster per 100,000 people;

- Direct disaster \_\_\_\_\_ (ECONOMY) loss in relation to global gross domestic product (GDP);
- Number of countries with national and local disaster risk \_\_\_\_\_ (REDUCE) strategies.  
<https://sustainabledevelopment.un.org/sdg1>

**d) Study the vocabulary units relating to poverty issues and use them in your own sentences.**

*live in extreme poverty* – жить в крайней бедности

*fulfill the most basic needs* – удовлетворять самые базовые потребности

*a decent living* – достойная жизнь

*vulnerable groups (the vulnerable)* – уязвимые группы населения

*be detrimental to* – оказывать негативное влияние на

*to drive instability and conflicts* – приводить к нестабильности и конфликтам

*social protection floors* – минимальные нормы социальной защиты

*work-injury victims* – получившие производственную травму, пострадавшие от несчастного случая на производстве

*persons (people) with disabilities* – люди с ограниченными возможностями

*secure tenure rights to land* – гарантированное право на владение землей

*missing persons* – люди, пропавшие без вести

*livelihoods* – средства к существованию.

## **Task 2.**

**a) SDG 1 aims at “ending poverty in all its forms everywhere”. What is poverty? What forms of poverty do you know?**

**b) Search the Internet for the evolution of poverty from early civilizations till the present moment. Be ready to discuss your findings in class.**

**c) Read the text to learn more about poverty types. Can these types of poverty be found in Russia? Think of examples. Check out the current statistics. Report to class.**

The word *poverty* provokes strong emotions and many questions. In the United States, the official poverty thresholds are set by the Office of Management and Budget (OMB). Persons with income less than that deemed sufficient to purchase basic needs – food, shelter, clothing, and other essentials – are designated as poor. In reality, the cost of living varies dramatically based on geography; for example, people classified as poor in San Francisco might not feel as poor if they lived in Clay County, Kentucky. I define poverty as *a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul*. However you define it, poverty is complex; it does not mean the same thing for all people. [...] we can identify six types of poverty: situational, generational, absolute, relative, urban, and rural.

1. **Situational poverty** is generally caused by a sudden crisis or loss and is often temporary. Events causing situational poverty include environmental disasters, divorce, or severe health problems.

2. **Generational poverty** occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situations.

3. **Absolute poverty**, which is rare in the United States, involves a scarcity of such necessities as shelter, running water, and food. Families who live in absolute poverty tend to focus on day-to-day survival.

4. **Relative poverty** refers to the economic status of a family whose income is insufficient to meet its society's average standard of living.

5. **Urban poverty** occurs in metropolitan areas with populations of at least 50,000 people. The urban poor deal with a complex aggregate of chronic and acute stressors (including crowding, violence, and noise) and are dependent on often-inadequate large-city services.

6. **Rural poverty** occurs in non-metropolitan areas with populations below 50,000. In rural areas, there are more single-guardian households, and families often have less access to services, support for disabilities, and quality education opportunities. Programs to encourage transition from welfare to work are problematic in remote rural areas, where job opportunities are few. The rural poverty rate is growing and has exceeded the urban rate every year since data collection began in the 1960s. The difference between the two poverty rates has averaged about 5 percent for the last 30 years, with urban rates near 10–15 percent and rural rates near 15–20 percent.

*Teaching with Poverty in Mind, by Eric Jensen, 2009*

<http://www.ascd.org/publications/books/109074/chapters/Understanding-the-Nature-of-Poverty.aspx>

### Task 3.

*a) Insert the following words in the gaps in the sentences below.*

<i>absolute</i>	<i>alleviation</i>	<i>Domestic</i>	<i>malnutrition</i>
<i>relative</i>	<i>sanitation</i>	<i>servicing</i>	<i>National</i>

1. The figure of a country's Gross \_\_\_\_ Product will be larger than that for its Gross \_\_\_\_ Product.

2. In countries where food is scarce, \_\_\_\_ is inevitably a major problem.

3. Using overseas aid for debt \_\_\_\_ does not directly help any people who are suffering through poverty.

4. The amount of money earned by someone suffering from \_\_\_\_ poverty will be greater in a rich area than in a poor area, whereas \_\_\_\_ poverty does not take account of a person's immediate environment.

5. The Child Poverty Action Group does all it can for the \_\_\_\_ of poverty among children in the United Kingdom.

6. Temporary refugee camps usually have rather poor \_\_\_\_ facilities.

*b) Read the sentences below containing the metaphors relating to poverty. Explain their meanings.*

1. A lot of artists who only became famous after their deaths spent their lifetimes in **penury**.

2. It's a very poor country – over 60% of the population live **on /below the breadline**.

3. The charity's main aim is to improve healthcare in **impoverished** areas of the world.

4. Everywhere in the city you see **destitute** people living in shop doorways or under bridges.

5. Unfortunately, the number of **deprived** children in the world is growing, even in so-called rich countries.
6. When we were first married, we were **living from hand to mouth**.
7. When we were children, money was always **tight**.

#### **Task 4.**

*a) Think why poverty is so dangerous to people and should be eliminated.*

*b) Read the opinion of Eric Jensen (Teaching with Poverty in Mind, 2009) and comment on what each of the risk factors involves. Can you think of other risk factors caused by poverty? Be ready to discuss them with your peers.*

Poverty involves a complex array of risk factors that adversely affect the population in a multitude of ways. The four primary risk factors afflicting families living in poverty are:

- Emotional and social challenges.
- Acute and chronic stressors.
- Cognitive lags.
- Health and safety issues.

<http://www.ascd.org/publications/books/109074/chapters/Understanding-the-Nature-of-Poverty.aspx>

#### **Task 5.**

*a) Read the text for its main idea.*

*b) Answer the following questions:*

- *What are the reasons of failing international efforts to reduce poverty rates?*
- *Can the problem of poverty be solved independently of other urgent global issues? Look at the list of SDGs in the Contents (p.3) and identify which SDGs are linked to the issue of poverty? Prove your point.*

*c) SDG 1 calls on people to donate what they don't use. Can this help to reduce poverty? There are a lot of charity organizations working in this field locally and globally, but the poverty reduction rates are still very slow. Can you think why? Read the text, make 5 TRUE-FALSE statements on its content and discuss the main issues in class.*

#### **Report: African Children Will Make Up 'Half of World's Poor' by 2030**

By the year 2030, African children will make up more than half of the world's poor people, warns a new report.

The warning comes as more than 150 world leaders prepare to attend the United Nations Sustainable Development Summit. The conference opens in New York City on September 25, 2019.

UN member states agreed on 17 Sustainable Development Goals at the 2015 General Assembly meetings. Number one on the list of goals is ending extreme poverty by 2030. But the world will not meet that target, the report said. It added that international efforts to end extreme poverty among children in Africa are a failure.

The report comes from the aid group Save the Children and the London-based Overseas Development Institute. "Children in Africa will account for around 55% of all extreme poverty in the world by 2030," notes Kevin Watkins. He is the head of Save the Children UK.



An estimated 87 million African children will be born into poverty each year in the 2020s, the report said. It noted that about 40% of Africans still live on less than \$1.90 a day.

“Women are still having four to five children, and it’s the part of the world where poverty is coming down most slowly, partly because of slow growth but also because of very high levels of inequality,” Watkins said.

“A child born into poverty ... they are between two and three times more likely to die before their fifth birthday. They are far less likely to escape poverty themselves,” he added.

The report criticizes African governments for failing to develop reasonable policies. It also warns that the International Monetary Fund, the World Bank and other donors are failing in their efforts to end child poverty in Africa.

Watkins said big changes are needed immediately.

Getting financial “resources to children who are living in poverty has to be part of the solution,” Watkins said. “But we also know that money is not enough.” He added that the children will need healthful food, basic medical care and quality education to beat poverty.

The report warns that if poverty reduction targets are not met, the world will also fall short on other development goals in education, health and gender equality.

<https://learningenglish.voanews.com/a/report-african-children-will-make-up-half-of-world-s-poor-by-2030/5090644.html>

#### **Task 6.**

***a) Read the following citations about poverty and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation and write a 250-word essay on it.***

1. [Poverty is] the discoverer of all the arts. (*Apollonius*)
2. [Poverty is] the wicked man’s temper, the good man’s perdition, the proud man’s curse, the melancholy man’s halter. (*Edward G. Bulwer-Lytton*)
3. Poverty consists in feeling poor. (*Ralph Waldo Emerson*)
4. [Poverty is] a great wealth. (*Epicurus*)
5. [Poverty is] a great enemy to human happiness; it [...] destroys liberty, and it makes some virtues impracticable, and others extremely difficult. (*Samuel Johnson*)
6. To have nothing is not poverty. (*Martial*)
7. The most important things in life are not things. (*Anthony J.D’Angelo*)

#### **Task 7.**

***Imagine that you have become almighty for one day. But the only condition of using your power is using it to help people. Make up a plan for your activities throughout this day. Put activities according to their priorities. Be ready to explain your choice to class and discuss other choices you peers made.***

#### **Task 8.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to poverty. Render it in English, inform your peers of its content and be ready to discuss all the problems from the articles.***



**SDG 2. ZERO HUNGER** – “End hunger, achieve food security and improved nutrition and promote sustainable agriculture”

**Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with hunger in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about hunger and then discuss in class the facts most relevant to Russia.**

It is time to rethink how we grow, share and \_\_\_\_\_ (to consume) our food. If done right, agriculture, forestry and fisheries can provide nutritious food for all and generate decent incomes, while \_\_\_\_\_ (to support) people-centered rural development and protecting the environment.

Right now, our soils, freshwater, oceans, forests and biodiversity \_\_\_\_\_ (to degrade) rapidly. Climate change \_\_\_\_\_ (to put) even more pressure on the resources we depend on, increasing risks associated with disasters, such as droughts and floods. Many rural women and men can no longer make ends meet on their land, forcing them \_\_\_\_\_ (to migrate) to cities in search of opportunities. Poor food security is also causing millions of children \_\_\_\_\_ (to stunt), or too short for the ages, due to severe malnutrition.

A profound change of the global food and agriculture system \_\_\_\_\_ (to need) if we are to nourish the 821 million people who are hungry today and the additional 2 billion people expected to be undernourished by 2050. Investments in agriculture are crucial to increasing the capacity for agricultural productivity and sustainable food production systems are necessary to help \_\_\_\_\_ (to alleviate) the perils of hunger.

<https://www.un.org/sustainabledevelopment/hunger/>

**c) Look at some of the indicators provided by the UN for SDG 2. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: Are these indicators enough to ensure elimination of hunger? What are the major problems with hunger in the world now? Find the Russian equivalents to the indicators.**

- Prevalence of undernourishment;
- Prevalence of moderate or severe food \_\_\_\_\_ (INSECURE) in the population, based on the Food Insecurity Experience Scale (FIES);
- Prevalence of stunting (\_\_\_\_\_ (HIGH) for age <-2 standard deviation from the median of the WHO Child Growth Standards) among children under 5 years of age;
- Prevalence of malnutrition among children under 5 years of age, by type (wasting and overweight);
- Volume of \_\_\_\_\_ (PRODUCE) per labour unit by classes of farming/pastoral/forestry enterprise size;

- Average income of small-scale food producers, by sex, indigenous status;
- Proportion of \_\_\_\_\_ (AGRICULTURE) area under productive and sustainable agriculture;
- Number of plant and animal \_\_\_\_\_ (GENE) resources for food and agriculture secured in either medium or long-term conservation facilities;
- Proportion of local breeds classified as being at risk, not-at-risk or at unknown level of risk of \_\_\_\_\_ (EXTINCT);
- The agriculture \_\_\_\_\_ (ORIENT) index for government expenditures;
- Total official flows (official development \_\_\_\_\_ (ASSIST) plus other official flows) to the agriculture sector.

<https://sustainabledevelopment.un.org/sdg2>

***d) Study the vocabulary relating to food insecurity issues and use them in your own sentences.***

*food security/ food insecurity* – продовольственная безопасность/ нехватка продовольствия

*to nourish* – питать

*to consume food* – потреблять еду

*stunted development* – развитие (детей) с задержкой

*malnutrition* – недоедание, неправильное питание

*undernourished* – исхудавший, худосочный, страдающий от недоедания

*prevalence* – уровень распространения

*sustainable food production systems* – системы устойчивого производства продовольствия

*to alleviate the perils of hunger* – снизить риски голода

*volume of production per labour unit* – объем производства на единицу труда

*farming/pastoral/forestry enterprise* – фермерское / выпасное (пастбищное) / лесохозяйственное предприятие

*local breed* – местная порода

*wasting* – истощение, атрофия

*overweight* – излишний вес

*food access* – доступ к продовольствию

*depletion of livelihood assets* – истощение средств к существованию

*irreversible livelihood asset stripping* – необратимое лишение средств к существованию

*humanitarian emergency* – гуманитарное бедствие

*social upheaval* – социальные потрясения

*displacement* – перемещение (лиц)

**Task 2.**

***a) SDG 2 aims at “ending hunger, achieving food security and improving nutrition”, but what is the difference between hunger and famine? First, give your opinion, and then read the information below.***

**b) Use the official cite of The Integrated Food Security Phase Classification (IPC) (<http://www.ipcinfo.org> ) to study the current state with food insecurity in poor countries and find examples for each of the phases.**

Famine is a very specific term, defined by the UN as occurring when malnutrition rates exceed 30 percent, more than two people per 10,000 people are dying each day, and there is a severe lack of food access for large population. Yet, more than 90 percent of hungry people – nearly one billion people or one in six – are experiencing chronic, persistent hunger; they are not getting enough food every day to be healthy and lead an active life.

The Integrated Food Security Phase Classification is used to determine levels of severity of acute food insecurity. This Phase Classification is divided into five Phases:

- **Generally Food Secure:** usually adequate and stable food access with moderate to low risk of sliding into Phase 3, 4, or 5.

- **Moderately/Borderline Food Insecure:** Borderline adequate food access with recurrent high risk (due to probable hazard events and high vulnerability) of sliding into Phase 3, 4, or 5.

- **Acute Food and Livelihood Crisis:** Highly stressed and critical lack of food access with high and above usual malnutrition and accelerated depletion of livelihood assets that, if continued, will slide the population into Phase 4 or 5 and / or likely result in chronic poverty.

- **Humanitarian Emergency:** Severe lack of food access with excess mortality, very high and increasing malnutrition, and irreversible livelihood asset stripping.

- **Famine/Humanitarian Catastrophe:** Extreme social upheaval with complete lack of food access and / or other basic needs where mass starvation, death, and displacement are evident.

Each of these phases has important and distinct implications for where and how best to intervene, and therefore influences priority response objectives.

*Teaching with Poverty in Mind by Eric Jensen, 2009*

### **Task 3.**

**a) What does our food consist of? What elements are vital for human bodies?**

**b) Study the daily food intakes for the Western and non-Western worlds. How is the consumption different? Which type do Russians belong to?**

#### **Food intake**

The diagrams compare average daily calorie consumption of different foods per person in two regions. In the Western world people eat more food of more kinds than they do in the non-Western world.

#### **American-European food consumption**

**Breakfast** cereals, milk, sugar, juice, coffee, marmalade, fried foods, toasts = **1,000 calories**

**Snacks** tea, coffee, milk, sugar, cookies = **400 calories**

<b>Lunch</b>	soup, main dish, salad, bread, butter, dessert, coffee, milk, sugar, wine, or beer = <b>1,000 calories</b>
<b>Dinner</b>	main dish, salad, bread, butter, dessert, coffee, sugar, milk, wine, or beer = <b>1,100 calories</b>

**Total: 3,500 calories average daily intake**

### **Asian-African food consumption**

<b>Breakfast,</b>	rice, milk, pulses (= beans),
<b>lunch,</b>	vegetables, very little meat
<b>dinner</b>	or fish

**Total: 2,000 calories average daily intake**

*Let's Talk and Write English, Belgorod, 2007*

**c) What do you know about the food pyramid? Do some research on the Internet and analyze your daily food intake. Discuss with peers how balanced your daily diet is.**

### **Task 4.**

**a) Read the text for its main idea.**

**b) Answer the following questions:**

- *What is the planetary health diet? Do you believe it can solve the problem of hunger and help protect the environment?*
- *How different are the diets of people in North America and Asia?*
- *Are the researchers optimistic about the future of the planetary health diet? Are you? Why?*

### **Scientists Say New Diet May Save Planet**

Scientists in London say they have found the best diet for both humans and the planet. If the world followed the so-called “planetary health” diet, the scientists told Reuters that each year more than 11 million early deaths could be prevented. For the health of the planet, they claim the same diet would reduce greenhouse gases and save more land, water and animals.

This new food plan is the result of a three-year project organized by *The Lancet* health journal. It involved 37 experts from 16 countries.

Tim Lang, a professor at Britain's University of London, co-led the research. He told Reuters, “The food we eat and how we produce it determines the health of people and the planet, and we are currently getting this seriously wrong.” Lang added that the world's population is expected to grow to 10 billion people by 2050. If we want to feed everyone, he explained, we all need to change what we eat and the way we eat by “improving food production and reducing food waste.”

So, what do you eat on the planetary health diet?

The scientists who created this diet say it is largely plant-based but still has small amounts of dairy, fish and meat. The diet calls for cutting red meat and sugar by 50 percent and doubling the amount of nuts, fruits, vegetables and legumes.

Food situations around the world are not equal. In certain areas, this would mean great changes. People in North America, for example, eat 6.5 times the recommended amount of red meat. On the other hand, people in South Asia eat only half the amount suggested by the new planetary health diet.

Meeting the targets for vegetables would need big changes in other areas. In sub-Saharan Africa, people on average eat 7.5 times the suggested amount of vegetables like potatoes and cassava.

Walter Willet of Harvard University in the United States also talked to Reuters about the planetary health diet. He said that more than 800 million people around the world do not get enough food while many more have very unhealthy diets.

The scientists admit their goal will be difficult to achieve. But for them, doing nothing is also not an option. Willet said, "If we can't quite make it, it's better to try and get as close as we can."

<https://learningenglish.voanews.com/a/scientists-say-new-diet-may-save-planet/4768791.html>

### **Task 5.**

**a) Read the text on the progress of reaching SDGs by 2030 quickly and say whether the author is optimistic about it.**

**b) Read the text more carefully and answer the following questions:**

- What are the two IPC phases mentioned in the text? What do they mean?
- Where do most undernourished people live?
- What is wasting?
- What is the most important period for a child's future development?
- What are some of the successful examples of supporting children and mothers in poor countries?

### **UN: Nearly 500 Million People in Asia-Pacific Still Going Hungry**

United Nations (UN) agencies released the report on December 11, 2019. The agencies include the UN's Food and Agriculture Organization, UNICEF, the World Food Program and the World Health Organization. Observers say the UN's aim to end world hunger by the year 2030 requires that millions of people escape food insecurity each month.

The report notes slow progress and even some failures in the areas of child wasting, stunting and other problems related to malnutrition. Worsening levels of inequality mean that earnings in Asia and the Pacific are not increasing fast enough to help ensure healthy diets for hundreds of millions living in poverty.

The report urges governments to combine efforts to end poverty with nutrition, health and education-related policies.

The UN's sustainable development goals for 2030 call for ending hunger and making sure all people have access to food year-round. "We are not on track," said Kundhavi Kadiresan of the UN Food and Agriculture Organization. "Progress in reducing undernourishment has slowed a lot in the past few years."

More than one-fifth of all people in the Asia-Pacific area face moderate to severe food insecurity. That means they must go hungry part of the year, and in the worst cases, go days without eating.

The UN agencies' report says more than half of the 479 million in the area who do not get enough to eat live in South Asia. More than one-third of all children there suffer from chronic malnutrition, said the report. In India, nearly 21 percent of children suffer from wasting, a more severe form of malnutrition.

Michael Samson, a research director of the Economic Policy Research Institute, said that failing to ensure children are well fed endangers their future development, especially their mental abilities. He added: "Investing in the first 1,000 days (of a child's life) is the most important investment you can make in future productivity."

Some governments in Southeast Asia have begun enacting policies aimed at ending poor nutrition in children and mothers. Thailand has provided aid that has helped improve the health and diets of families with young children.

In Myanmar, experimental programs in the Chin state are being expanded to other parts of the country.

Cambodia is expanding a program that the U.S. Agency for International Development helped to set up. The program is called NOURISH. It provides help for poor pregnant women and families during the first 1,000 days of a baby's life.

Laura Cardinal directed the program. She says there was a nearly 20% decrease in developmental issues and improvement in children's diets in areas where NOURISH operated.

<https://learningenglish.voanews.com/a/un-nearly-500-million-people-in-asia-pacific-still-going-hungry/5203816.html>

### **Task 7.**

***a) Read the following citations about hunger and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation and write a 250-word essay on it.***

1. [Hunger is] the worst political advisor. (*Albert Einstein*)
2. [Hunger is] the teacher of arts and the inspirer of invention. (*Persius*)
3. [Hunger is] the mother of fascism. (*Joseph F. Gould*)
4. [Hunger is] one of the cravings that cannot be appeased with another solution. (*Irwin Van Grove*)

### **Task 8.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to hunger and food insecurity. Render it in English, share it with class and be ready to discuss all the problems from the articles with your peers.***





### **SDG 3. GOOD HEALTH AND WELL-BEING** – “Ensure healthy lives and promote well-being for all at all ages”

#### **Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with health and well-being in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about health and well-being and discuss in class the facts most relevant to Russia.**

Significant strides \_\_\_\_\_ (to make) in increasing life expectancy and reducing some of the common killers associated with child and maternal mortality, but working towards \_\_\_\_\_ (to achieve) the target of less than 70 maternal deaths per 100,000 live births by 2030 would require improvements in skilled delivery care.

Achieving the target of \_\_\_\_\_ (to reduce) premature deaths due to communicable diseases by 1/3 by the year 2030 would also require more efficient technologies for clean fuel use during cooking and education on the risks of tobacco.

Immunization \_\_\_\_\_ (to save) millions of lives and is widely recognized as one of the world’s most successful and cost-effective health interventions. Coverage of the required three doses of the vaccine that prevents diphtheria, tetanus and pertussis \_\_\_\_\_ (to increase) from 72 per cent in 2000 to 85 per cent in 2015 and \_\_\_\_\_ (to remain) unchanged between 2015 and 2017.

Expanding access to modern contraceptive methods is essential to ensuring universal access to sexual and reproductive health-care services. Globally, the proportion of women of reproductive age (15 to 49 years old) who have their need for family planning satisfied with modern contraceptive methods \_\_\_\_\_ (to continue) to increase slowly, from 74 per cent in 2000 to 76 per cent in 2019. At the same time, adolescent fertility \_\_\_\_\_ (to decline) from 56 births per 1,000 adolescent women in 2000 to 45 births in 2015 and 44 births in 2019.

Many more efforts \_\_\_\_\_ (to need) to fully eradicate a wide range of diseases and address many different persistent and emerging health issues. By focusing on providing universal health coverage and more efficient funding of health systems, improved sanitation and hygiene, increased access to physicians and more tips on ways to reduce ambient pollution, significant progress can \_\_\_\_\_ (to make) in helping to save the lives of millions. Concerted efforts \_\_\_\_\_ also (to require) to address the growing burden of non-communicable diseases, including mental health, and to tackle antimicrobial resistance and determinants of health such as air pollution and inadequate water and sanitation.

<https://www.un.org/sustainabledevelopment/health/>

**c) Look at some indicators provided by the UN for SDG 3. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: What are major problems with healthcare and well-being in the world now? Find the Russian equivalents to the indicators.**

- Maternal \_\_\_\_\_ (MORTAL) ratio;
- Proportion of births attended by \_\_\_\_\_ (SKILL) health personnel;



- Under-five/ Neonatal mortality rate;
- Number of new HIV \_\_\_\_\_ (INFECT) per 1,000 uninfected population, by sex, age and key populations;
- Tuberculosis incidence per 1,000 \_\_\_\_\_ (POPULATE);
- Number of people requiring \_\_\_\_\_ (INTERVENE) against neglected tropical diseases;
- Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease;
- \_\_\_\_\_ (SUICIDAL) mortality rate;
- Coverage of \_\_\_\_\_ (TREAT) interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders;
- \_\_\_\_\_ (HARM) use of alcohol, defined according to the national context as alcohol per capita \_\_\_\_\_ (CONSUME) (aged 15 years and older) within a calendar year in litres of pure alcohol;
- Death rate due to road traffic injuries;
- Proportion of women of \_\_\_\_\_ (REPRODUCE) age (aged 15-49 years) who have their need for family planning satisfied with modern methods;
- Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women;
- Coverage of essential health \_\_\_\_\_ (SERVE);
- Proportion of population with large household expenditures on health as a share of total household expenditure or income;
- Mortality rate attributed to household and ambient air \_\_\_\_\_ (POLLUTE);
- Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All (WASH) services);
- Mortality rate attributed to unintentional \_\_\_\_\_ (POISON).

<https://sustainabledevelopment.un.org/sdg3>

***d) Study the vocabulary relating to healthcare and well-being issues and use them in your own sentences.***

*skilled delivery care* – квалифицированное родовспоможение

*skilled health personnel* – квалифицированный медицинский персонал

*premature death* – преждевременная смерть

*incommunicable disease / non-communicable disease* – неинфекционная болезнь

*neglected tropical diseases* – забытые тропические заболевания, которым не уделяется должного внимания

*cardiovascular disease* – сердечнососудистое заболевание

*chronic respiratory disease* – хроническое респираторное заболевание

*contraceptive method* – метод контрацепции

*sexual and reproductive health-care services* – услуги в сфере сексуального и репродуктивного здоровья

*woman of reproductive age* – женщина репродуктивного возраста

*adolescent fertility* – подростковая фертильность

*universal health coverage* – всеобщее медицинское страхование (покрытие)

*coverage of essential health services* – страховое покрытие основных медицинских услуг

*sanitation and hygiene* – санитария и гигиена

*ambient / environmental pollution* – загрязнение окружающей среды

*mental health* – психическое здоровье

*to tackle antimicrobial resistance* – бороться с устойчивостью к противомикробным препаратам

*maternal mortality ratio* – коэффициент материнской смертности

*life expectancy* – продолжительность жизни

*child mortality* – детская смертность

*under-five mortality rate* – коэффициент смертности детей в возрасте до 5 лет

*neonatal mortality rate* – коэффициент неонатальной смертности

*(tuberculosis) incidence* – уровень заболеваемости (туберкулезом)

*suicide mortality rate* – смертность от самоубийств

*aftercare services* – послелечебное обслуживание

*substance use disorders* – расстройства, связанные с употреблением психоактивных веществ

*alcohol per capita consumption* – потребление алкоголя на душу населения

*road traffic injuries* – травмы в результате дорожно-транспортных происшествий

*household and ambient air pollution* – загрязнение воздуха дома и в окружающей среде

*unintentional poisoning* – непреднамеренное отравление

## **Task 2.**

**a) SDG 3 aims at “ensuring healthy lives and promoting well-being for all at all ages”. What is well-being? How do healthy life and well-being relate to each other?**

**b) Read the text about the main types of well-being and the main skills they imply, and then be ready to discuss them in class, answering the following questions: How can each type of well-being improve our lives? How can international or local authorities help people build or improve their well-being?**

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress. More generally, well-being is just feeling well. These examples reveal how broad well-being is, and how many different types of well-being there are.

## **5 Major Types of Well-Being**

- *Emotional Well-Being.* The ability to practice stress-management techniques, be resilient, and generate the emotions that lead to good feelings. To develop this well-being, we need to build emotional skills – skills like positive thinking, emotion regulation, mindfulness, happiness and resilience skills.
- *Physical Well-Being.* The ability to improve the functioning of your body through healthy eating and good exercise habits. To develop this well-being, we need to know what a healthy diet and exercise routine looks like, so that we can implement effective strategies in our daily lives.

- *Social Well-Being.* The ability to communicate, develop meaningful relationships with others, and maintain a support network that helps you overcome loneliness. To develop social well-being, we need to build our social skills, like gratitude, kindness, communication and managing your relationship with technology.
- *Workplace Well-Being.* The ability to pursue your interests, values, and purpose in order to gain meaning, happiness, and enrichment professionally. To develop our workplace well-being, we need to build skills that help us pursue what really matters to us. This can include building professional skills which help us to advance more effectively, but it also includes things like living our values and maintaining work-life balance.
- *Societal Well-Being.* The ability to actively participate in a thriving community, culture, and environment. To develop societal well-being, we need to build skills that make us feel interconnected with all things. We need to know how to support our environment, build stronger local communities, and foster a culture of compassion, fairness, and kindness.

Growing your well-being is a lifelong pursuit, but it is totally worth it.

*based on What Is Well-Being? Definition, Types, and Well-Being Skills by Tchiki Davis, Ph.D.  
<https://www.psychologytoday.com/us/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills>*

### Task 3.

*a) Insert the following words in the gaps in the sentences below.*

*b) Read the text and pick up the main threats to our health that modern life poses and say whether you agree with the opinion expressed in the text or not. Prove your position. Think of other threats to add to the list.*

*c) How different are the threats to health in the developed and developing countries?*

<i>aspect</i>	<i>involved</i>	<i>intended</i>	<i>greasy</i>	<i>digging</i>
<i>chop</i>	<i>contribute</i>	<i>aware</i>	<i>packets</i>	<i>wasted</i>
<i>walking</i>	<i>exertion</i>			

Health, physical and mental, is a very important \_\_\_\_\_ of life and as much energy as we give, it can never be \_\_\_\_\_, really.

In the 20<sup>th</sup> century's way of life, for many, physical \_\_\_\_\_ has been cut down to a minimum. Much of technology seems to be \_\_\_\_\_ to minimize people actually doing anything with their body, for instance in most tall buildings nowadays there are lifts instead of stairs, and very little \_\_\_\_\_ is involved in city life as there are so many forms of transport we can utilize.

We never have to go out to carry wood and to \_\_\_\_\_ it into pieces in order to heat ourselves, as we are surrounded by electricity and gas, which does all of this for us. Even those \_\_\_\_\_ in agriculture don't have to do so much \_\_\_\_\_ these days as they have machines to do everything for them.

Also the modern diet can be very damaging to one's health. So much food, especially in Western Europe and in America seems to come from \_\_\_\_\_ – dehydrated food – which can't really have very much real life energy or proteins which

can be used for growing. Also, our food today is very \_\_\_\_\_ and oily. Of course, people are becoming \_\_\_\_\_ of the damaging effects of a high level of cholesterol in the food and of eating large amounts of very bad quality meat and excessive quantities of sugar. All of these things \_\_\_\_\_ to a deterioration of one's health, but not to reinforcing one's physical functions.

*Let's Talk and Write English, Belgorod, 2007*

#### **Task 4.**

***On March 11, 2020 WHO announced COVID-19 (SARS-CoV-2) outbreak a pandemic. Read the text below on the new pandemic and answer the following questions:***

- *What is a coronavirus? Where and when did COVID-19 originate?*
- *What is the incubation period for COVID-19?*
- *Why are antibiotics useless when treating COVID-19?*
- *What are the major symptoms of COVID-19?*
- *What are the main pieces of advice for all people in the world to take care of their own health and protect others?*

As of the morning of 12 March, 2020, there were more than 20,000 confirmed cases and almost 1,000 deaths in the European Region. By 31 March, the situation deteriorated: over 800,000 confirmed cases (with over 160,000 cases in the USA alone) and over 40,000 deaths in the world.

Coronaviruses are a large family of viruses which may cause illness in animals or humans. In humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most recently discovered coronavirus causes coronavirus disease COVID-19, which is the infectious disease caused by the most recently discovered coronavirus. These new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019.

The "incubation period" for COVID-19, the time between catching the virus and beginning to have symptoms of the disease, is estimated range from 1-14 days, most commonly around five days. As more data are becoming available, some experts say that the incubation period can last up to 28 days.

Antibiotics do not work against viruses, they only work on bacterial infections. COVID-19 is caused by a virus, so antibiotics do not work.

The most common symptoms of COVID-19 are fever, tiredness, and dry cough. Some patients may have aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually. Some people become infected but don't develop any symptoms and don't feel unwell. Most people (about 80%) recover from the disease without needing special treatment. In China, the current figure as of March 31, 2020, is 93%. Around 1 out of every 6 people who gets COVID-19 becomes seriously ill and develops difficulty breathing. Older people, and those with underlying medical problems like high blood pressure, heart problems or diabetes, are more likely to develop serious illness.

About 2% of people with the disease have died. People with fever, cough and difficulty breathing should seek medical attention.

For all countries, the final aim is the same: stop transmission and prevent the spread of the virus in order to save lives. WHO continues to encourage individuals to take care of their own health and protect others by:

- washing hands frequently with water and soap or using hand-sanitizing gel;
- maintaining social distancing (keeping a distance of 1 metre (3 feet) between yourself and anyone who is coughing or sneezing);
- avoiding touching eyes, nose and mouth;
- following respiratory hygiene (covering your mouth and nose with your bent elbow or tissue when you cough or sneeze, then disposing of the used tissue immediately);
- seeking medical care early if you have a fever, cough and difficulty breathing; and
- staying informed and following advice given by your health-care provider, national and local public health authority, or your employer on how to protect yourself and others from COVID-19.

*based on Protecting yourself and others during the Coronavirus outbreak – information for students and parents, John Roman, U-Multirank <https://www.umultirank.org/blog/protecting-yourself-and-others-during-the-coronavirus-outbreak-information-for-students-and-parents/> and WHO announces COVID-19 outbreak a pandemic <http://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/news/news/2020/3/who-announces-covid-19-outbreak-a-pandemic>*

### **Task 5.**

***a) Read the following citations about health and medicine and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation and write a 250-word essay on it.***

1. [Health is] the first of all liberties. (*Henry F. Amiel*)
2. [Health is] the one condition taken for granted by those who have it. (*Anonymous*)
3. [Health is] not a condition of matter, but of mind. (*Mary Baker Eddy*)
4. [Health is] the first wealth. (*Ralph Waldo Emerson*)
5. To wish to be healthy is a part of being healthy. (*Seneca*)
6. [Doctors are] men who prescribe medicines of which they know little, to cure diseases of which they know less, in human beings of whom they know nothing. (*Voltaire*)
7. [Doctors are] nature, time, and patience. (*Henry G. Bohn*)
8. [Medicine is] nothing more than the substitute of exercise or temperance. (*Joseph Addison*)
9. [Medicine] consists of amusing the patient while nature cures the disease. (*Voltaire*)
10. [Medicine is] the knowledge of the loves and desires of the body, and how to satisfy them. (*Plato*)

### **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to health and well-being. Render it in English, share it with class and be ready to discuss all the problems from the articles with your peers.***



**SDG 4. QUALITY EDUCATION** – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

**Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with education in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about quality education and then discuss in class the facts most relevant to Russia.**

Obtaining a quality education is the foundation to creating sustainable development. In addition to \_\_\_\_\_ (to improve) quality of life, access to inclusive education can help equip locals with the tools required \_\_\_\_\_ (to develop) innovative solutions to the world’s greatest problems.

Over 265 million children are currently out of school and 22% of them are of primary school age. Additionally, even the children who \_\_\_\_\_ (to attend) schools are lacking basic skills in reading and math. In the past decade, major progress \_\_\_\_\_ (to make) towards increasing access to education at all levels and increasing enrollment rates in schools particularly for women and girls. Basic literacy skills \_\_\_\_\_ (to improve) tremendously, yet bolder efforts \_\_\_\_\_ (to need) to make even greater strides for achieving universal education goals. For example, the world \_\_\_\_\_ (to achieve) equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

The reasons for lack of quality education are due to lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children. For quality education \_\_\_\_\_ (to provide) to the children of impoverished families, investment is needed in educational scholarships, teacher training workshops, school building and improvement of water and electricity access to schools.

<https://www.un.org/sustainabledevelopment/education/>

**c) Look at some indicators provided by the UN for SDG 4. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: Are these indicators enough to ensure quality education? Think of others that can be added to the list. What are major problems with education in the world now? Find the Russian equivalents to the indicators.**

- Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum \_\_\_\_\_ (PROFICIENT) level in (i) reading and (ii) mathematics, by sex;
- Participation rate in \_\_\_\_\_ (ORGANIZE) learning (one year before the official primary entry age), by sex;
- Participation rate of youth and adults in formal and non-formal \_\_\_\_\_ (EDUCATE) and training in the previous 12 months, by sex;

- Proportion of youth and adults with \_\_\_\_\_ (INFORM) and communications technology (ICT) skills, by type of skill;
- Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as \_\_\_\_\_ (ABLE) status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated;
- Percentage of population in a given age group achieving at least a fixed level of proficiency in \_\_\_\_\_ (FUNCTION) (a) literacy and (b) numeracy skills, by sex;
- Extent to which (i) global \_\_\_\_\_ (CITIZEN) education and (ii) education for sustainable development, including gender \_\_\_\_\_ (EQUAL) and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

<https://sustainabledevelopment.un.org/sdg4>

***d) Study the vocabulary relating to education issues and use them in your own sentences.***

*adolescent* – юноша или девушка (11-16 лет)

*to meet the standards* – соответствовать стандартам

*minimum proficiency in reading* – минимальный уровень чтения

*learning environment* – среда обучения

*marginalized people* – маргинальные люди

*to be developmentally on track in literacy* – нормально развиваться в отношении навыков грамотности

*literate/illiterate* – грамотный/неграмотный

*literacy/ numeracy* – грамотность/ умение считать

*physical development* – физическое развитие

*social-emotional development* – социально-эмоциональное развитие

*proficiency level in maths* – уровень овладения математическими навыками

*to attend (primary) school* – ходить в/посещать (начальную) школу

*to drop out school* – бросать школу

*standardized tests* – стандартизированные тесты

*rote memorization /learning* – зубрежка

*decision-tree-based problem solving* – решение задачи на основе дерева решений

*lateral thinking* – нестандартное мышление

*demand for schooling/ education* – спрос на образование

*obsolete skills* – устаревшие навыки

*poor performance of the education system* – неудовлетворительное функционирование систем образования

*returns to schooling* – отдача от образования

**Task 2.**

***SDG 4 aims at “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”. What makes up quality education? What lifelong learning opportunities can you think of? Read the text and discuss its main points with peers.***

### What Makes a Quality Education?

What constitutes a quality education? Today, quality is most often measured through the OECD's PISA (Programme for International Student Assessment) standardized tests – and countries are ranked accordingly. The higher on that list, the better your education would be.

At first glance, the relationship between PISA and economic performance doesn't seem too hard to pinpoint. Correlations between high PISA rankings and "hard" variables such as GDP, performance, productivity – these are easy enough to draw up. But if we agree that the success of modern-day economies is based on more than children's ability to read, write and do maths, what other variables might we draw up and how might we assess their presence? If we also agree that societies are more than just their economic performance, what of instruments such as GDP and PISA?

The rapid changes we're experiencing in our societies are having a substantial impact on the likelihood that our children will find a satisfying path when they are older. Our life expectancies are rising dramatically. Rather than pinpointing the single role they'll play, children may have to prepare for a series of roles, more so than we have so far been used to.

We are entering an age where computers, robots and artificial intelligence will start to outperform humans in skills we score children against today: computation, applied writing, organization and assembly, rote memorization, decision-tree-based problem solving. Replacing humans in such jobs makes as much economic sense as the replacement of horses by cars once did. In healthcare, in retail, in the services industry, this is already happening and there is every reason to believe it will continue.

Roles likely to avoid such robotization for some time yet are those that revolve around the precise traits that make us unmistakably human: inventiveness, creativity, empathy, entrepreneurialism, intuition, lateral thinking, cultural sensitivity, to name a few. What if we gave these more emphasis in schools? Who is going to programme the robots?

Changes in recent years seem to have been mostly directed at the what and the how of education, rather than the more fundamental question: what is it for? That is the broad, deep and fundamental discussion I would very much like to see happening: what should be the purpose of our education, if a substantial portion of our children will soon have more than 100 years to spend in societies that are changing rapidly?

It's up to each of us to find our own answers to these questions: individuals, schools and also governments, in creating the wider conditions for their citizens. There may be no correct or ideal answers, just like there are no 'ideal' political standpoints. But we must try to answer them, to determine a course for the compass.

<https://www.weforum.org/agenda/2015/09/what-makes-a-quality-education/>

#### Task 3.

*Insert the following words in the gaps in the text below. Discuss the issue described in the text with peers.*

<i>proficiency</i>	<i>outcomes</i>	<i>settings</i>	<i>track</i>	<i>development</i>	<i>access</i>
<i>present</i>	<i>youth</i>	<i>pace</i>			



Despite the considerable progress on education \_\_\_\_\_ and participation over the past years, 262 million children and \_\_\_\_\_ aged 6 to 17 were still out of school in 2017, and more than half of children and adolescents are not meeting minimum \_\_\_\_\_ standards in reading and mathematics. Rapid technological changes \_\_\_\_\_ opportunities and challenges, but the learning environment, the capacities of teachers and the quality of education have not kept \_\_\_\_\_. Refocused efforts are needed to improve learning \_\_\_\_\_ for the full life cycle, especially for women, girls and marginalized people in vulnerable \_\_\_\_\_.

In 72 countries with recent data, approximately 7 in 10 children aged 3 and 4 were developmentally on \_\_\_\_\_ in at least three of the following domains: literacy-numeracy, physical development, social-emotional \_\_\_\_\_ and learning.

<https://sustainabledevelopment.un.org/sdg4>

#### Task 4.

*Read the text, explain in English the vocabulary units in bold, and answer the following questions:*

- *How different is education today from what it was like in the past?*
- *Do you agree we are living through a ‘Schooling Revolution’? Why?*
- *Is education still “the great equalizer”? How has the situation changed in the modern world?*
- *Who is winning in a race between education and technology?*
- *What are the three major goals of modern education, according to the article? Do you agree with this opinion? Why?*
- *What is the general situation in education like at the moment?*
- *Why is early reading so important? Do you agree?*
- *How does the author define Education 1.0, 2.0, 3.0, and 4.0? Do you agree with this gradation?*

There are more people in school today than at any time in human history. This is an obvious fact. At the same time, we need lifelong learning opportunities [...] because learning throughout one’s life has become a necessity. That’s not just for learning’s sake, but for economic needs as well. In today’s labor market, people need to learn how to learn; to re-learn; unlearn; and learn again.

We have been living through nothing short of a ‘Schooling Revolution’. Education has long been considered one of the most powerful instruments for reducing poverty and inequality, and for **laying the basis for** sustained economic growth. More and better schooling investments raise national income growth rates. Perhaps this is way we see global average schooling levels increase. In 1950, the average person has six years of schooling in high-income countries; it is more than 10 years today. It was less than two years in Africa in 1950; it is more than five today. East Asia went from two to seven years between 1950 and 2010: more than a 200% increase. Globally, in 1900, the average person had less than two years of schooling; just two years by 1950; but more than seven by 2000. It is projected to rise to 10 worldwide by 2050. This is a more than a five-fold increase in a century and a half.

Education is the great equalizer, wrote the American educational reformer, Horace Mann in 1848. As we receive more schooling, opportunities improve and access to **well-paying jobs** increase. Our earnings rise and **earnings differentials** fall. In this way, education contributes to equality. Throughout the 20<sup>th</sup> century, education raised earnings and equalized opportunities.

In the 21<sup>st</sup> century, educational expansion is **contributing to** income inequality. Higher levels of education throughout the world, an unprecedented educational expansion, especially for higher education, are contributing to earnings inequality. The differences in earnings between more and less educated are rising. **Demand for** skills is outpacing supply, thus maintaining the earnings advantage of the highly educated.

One reason why educational expansion is coinciding with rising inequality might be due to technological development. Technology, automation and **artificial intelligence** all raise the demand for schooling. But technology also makes certain skills obsolete, while **putting a premium on** other skills and raises the overall demand for skills. This is leading to a race between education and technology, a concept first introduced by Nobel Prize winning Dutch economist, Jan Tinbergen.

If automation implies a race between education and technology, then who is winning? In most of the 20<sup>th</sup> century, education was clearly winning. But today, the ability of workers to compete is **handicapped by** the poor performance of education systems in most countries. At the same time, there is demand: The **returns to schooling** are high in most developing countries, and growing skill premiums are evident in much of the world.

Our school systems are not keeping up. Neither in terms of numbers, nor in quality. More schooling is necessary, but at high levels, and with higher levels of quality – in terms of what students actually learn and can do. But new skills are needed, too.

The three biggest policy priorities that governments, investors and the development community should be doing to prepare for the future include:

1. Focus on basic skills, early development, and measure and improve early reading – as well as teacher development, appropriate learning environment, modern education management system
2. Give opportunities to workers to invest in relevant skills for labor market that make them benefit from, and remain immune to, automation – and allow them to re-invest, re-skill, throughout their lifetimes
3. Use evidence from labor market returns to education to implement financial innovations – and use future earnings to finance higher education

This is not easy. Even ensuring the fundamentals is difficult. In developing countries there are more than 250 million children out of school. Another 250 million are in school but cannot read. In fact, 53 percent of children in low- and middle-income countries cannot read and understand a simple story by the end of primary school. In poor countries, the level is as high as 80 percent. Therefore, step one is to focus on early reading success.

Moreover, we need to invest in relevant skills. That is, in addition to cognitive skills, we need:

- Problem-solving skills – to think critically and to analyze
- Learning skills – to acquire new knowledge
- Communication skills – including reading and writing
- Personal skills – for self-management, making sound judgments and managing risks
- Social skills – for collaboration, teamwork, management, leadership, resilience and conflict resolution

Learning – or learning to learn skills – matters a lot for building a system of lifelong learning. But how close are we?

The World Economic Forum coined the term **4<sup>th</sup> Industrial revolution**. If we are moving towards 4.0, then what is the analogy to education? Are we at 1.0? Are we still in the system based on the schoolhouse and teacher? Are we at 2.0? Where we have collaboration, smart use of technology, with the teacher as facilitator? Or have we moved to 3.0? Connected, personalized, open access education? We certainly aren't at 4.0 if that means lifelong learning driven by autonomy and purpose. Of course, some systems have some elements of higher order education and have evolved from traditional schooling; but certainly not all, and not for everyone.

Lifelong Learning should be seen as Schooling for All. It is for all, and for all time, and everywhere. It has to be about quality, but beyond test scores; and towards self-realization. It is preparation for the world of work; indeed, for the uncertain world of tomorrow. Lifelong learning is human capital.

*H A. Patrinos, Practice Manager, World Bank Education, <https://blogs.worldbank.org/education/lifelong-learning>*

### **Task 5.**

***a) Read the following citations about education and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. In doing we learn. (*George Herbert*)
2. [Education is something which] makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave. (*Lord Brougham*)
3. [Education is] the cheap defense of nations. (*Edmund Burke*)
4. [Education is] a better safeguard of liberty than a standing army. (*Edward Everett*)
5. [Education is] helping the child realize his potentialities. (*Erich Fromm*)
6. [Education is] what remain when we have forgotten all that we have been taught. (*Lord Halifax*)
7. [Education is] the answer for all our national problems – the answer for all the problems of the world. (*Lyndon Baines Johnson*)

### **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to education. Render it in English, share it with class and be ready to discuss all the problems with your peers.***



## SDG 5. GENDER EQUALITY – “Achieve gender equality and empower all women and girls”

### Task 1.

*a) Read the information from the official site on Sustainable Development Goals on the current situation with gender equality in the world and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about gender equality and then discuss in class the facts most relevant to Russia.*

While the world \_\_\_\_\_ (to achieve) progress towards gender equality and women’s empowerment under the Millennium Development Goals (including equal access to primary education for girls and boys), women and girls \_\_\_\_\_ (to continue) to suffer discrimination and violence in every part of the world.

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Unfortunately, at the current time, 1 in 5 women and girls between the ages of 15-49 \_\_\_\_\_ (to report) experiencing physical or sexual violence by an intimate partner within a 12-month period and 49 countries currently have no laws protecting women from domestic violence. Progress is occurring regarding harmful practices such as child marriage and FGM (Female Genital Mutilation), which \_\_\_\_\_ (to decline) by 30% in the past decade, but there is still much work \_\_\_\_\_ (to do) to completely eliminate such practices.

Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes \_\_\_\_\_ (to fuel) sustainable economies and benefit societies and humanity at large. Implementing new legal frameworks regarding female equality in the workplace and the eradication of harmful practices targeted at women is crucial \_\_\_\_\_ (to end) the gender-based discrimination prevalent in many countries around the world.

<https://sustainabledevelopment.un.org/sdg5>

*c) Look at the indicators provided by the UN for SDG 5. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: Are these indicators enough to ensure gender equality? What are major problems with gender equality in the world now? Find the Russian equivalents to the indicators.*

- Whether or not legal frameworks are in place to promote, \_\_\_\_\_ (FORCE) and monitor equality and non-discrimination on the basis of sex;
- Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological \_\_\_\_\_ (VIOLENT) by a current or former intimate partner in the previous 12 month;
- Proportion of women and girls aged 15 years and older subjected to \_\_\_\_\_ (SEX) violence by persons other than an intimate partner in the previous 12 months, by age and place of \_\_\_\_\_ (OCCUR);

- Proportion of women aged 20-24 years who were married or in a \_\_\_\_\_ (UNITE) before age 15 and before age 18;
- Proportion of girls and women aged 15-49 years who have undergone female genital \_\_\_\_\_ (MUTILATE)/cutting, by age;
- Proportion of time spent on unpaid domestic and care work, by sex, age and \_\_\_\_\_ (LOCATE);
- Proportion of seats held by women in \_\_\_\_\_ (NATION) parliaments and local governments;
- Proportion of women in \_\_\_\_\_ (MANAGER) positions;
- Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and \_\_\_\_\_ (REPRODUCE) health care;
- Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, \_\_\_\_\_ (INFORM) and education.

<https://sustainabledevelopment.un.org/sdgs5>

**d) Study the vocabulary relating to gender equality issues and use them in your own sentences.**

*women's empowerment* – расширение прав и возможностей женщин

*to suffer discrimination* – страдать от дискриминации

*prevalence of harmful practices* – распространенность вредных практик

*genital mutilation* – калечащие операции на половых органах, традиционные в некоторых культурах

*overarching legal frameworks* – всеобъемлющие правовые рамки

*ever-partnered woman* – женщина, когда-либо состоявшая в отношениях

*sexual partner violence* – насилие со стороны сексуального партнера

*unpaid care* – неоплачиваемый уход

*domestic work* – домашняя работа

*to be underrepresented* – быть недопредставленным

*elected deliberative bodies* – избираемые совещательные органы

*legislated gender quotas* – гендерные квоты для законодательных органов

*managerial position* – руководящая должность

*gaps in legal protection / legal gaps* – пробелы в правовой защите

*legal aid* – юридическая помощь

*violence against women* – насилие против женщин

*domestic violence* – домашнее насилие

*paid maternity/paternity/ parental leave* – оплачиваемый отпуск по уходу за ребенком для мамы/папы/ родителя

*penal code* – уголовный кодекс

**Task 2.**

**a) SDG 2 aims at “achieving gender equality and empowering all women and girls”. What do you understand by “gender equality”? Can men and women become absolutely equal in all aspects of life? Why? What are the benefits of empowering women and girls? Is this a problem in Russia? Why?**

***b) Read the text about gender equality in Iceland. Do some research and make up a similar time-line for Russia. Are there any similar periods in the both time-lines?***

### **Why Is Iceland the World's Global Leader in Gender Equality?**

24 Mar 2014

Since 2009 and according to the World Economic Forum's Global Gender Gap Report, Iceland is the global leader in gender equality.

1850 – Women gained the same inheritance rights as men; until then daughters only had the right to one third of the inheritance.

1908-1915 – Women gained the right **to hold local office** in 1908. The female suffrage introduced in Iceland in 1915.

1922 – The first female representative, Briet Bjarnhéðinsdóttir, was elected as an alternative member but never actually took a seat in the Althingi. The first woman to be elected and actually sit as a member of the Althingi was Ingibjörg H. Bjarnason, who headed a Women's List in national elections held on 8 July 1922.

1957 – In 1957, the first woman became mayor in Kópavogur and in 1959 in Reykjavík.

1970 – The first female cabinet minister was appointed.

1975 – On 24 October 1975, more than 25,000 women in Iceland took a day off to emphasize the importance of women's contribution to the economy, both in paid and unpaid work. As a result, the society as a whole **came to a halt**.

1980 – The 4<sup>th</sup> President of the Republic of Iceland was Vigdís Finnbogadóttir, becoming the first woman in the world to be democratically elected Head of State.

2009 – Jóhanna Sigurðardóttir became the first female prime minister after the national elections.

633 women ran for office at the election to the Icelandic Parliament. Today, 39.7% of the Parliamentarians in Iceland are women. Iceland's electoral system is based on proportional representation.

Iceland has a high rate of women's participation in the labour market (77.6%).

The number of children attending kindergarten has increased immensely in the last 30 years. 90% of children aged 1-5 years are in day-care in Iceland.

In the year 2000, the law regulating parental leave changed dramatically. Now Icelanders have a parental leave scheme that is unique. The total leave period is nine months long. Each parent has three months leave which is non-transferable and in addition the parents can divide three months as they like. During their leave parents who have been working full time receive 80% of their former salary up to a certain ceiling. Fathers have **grasped this opportunity** with enthusiasm and around 90% use their paternal leave.

In 2009 the purchasing of sexual services was made illegal with changes to Article 206 of the **Penal Code** (eg. prostitution or pimping). In 2010, a full ban on strip clubs was enacted.

<https://www.womenpoliticalleaders.org/why-is-iceland-the-world-s-global-leader-in-gender-equality/>

### **Task 3.**

***Insert the following words in the gaps in the text below.***

<b><i>outperform</i></b>	<b><i>survival</i></b>	<b><i>inheriting</i></b>	<b><i>armed</i></b>	<b><i>gender-based</i></b>
<b><i>mutilation</i></b>	<b><i>labour</i></b>	<b><i>secondary</i></b>	<b><i>child</i></b>	<b><i>pregnancy</i></b>
<b><i>track</i></b>	<b><i>inequality</i></b>	<b><i>adolescence</i></b>	<b><i>infanticide</i></b>	

In early childhood, gender disparities start out small. Girls have higher (a)\_\_\_\_\_ rates at birth, are more likely to be developmentally on (b)\_\_\_\_\_, and are just as likely to participate in preschool. Among those who reach (c) \_\_\_\_\_, school, girls tend to (d)\_\_\_\_\_ boys in reading across every country where data are available.

But the onset of (e)\_\_\_\_\_ can bring significant barriers to girls' well-being. Gender norms and discrimination heighten their risk of unwanted (f)\_\_\_\_\_, HIV and AIDS, and malnutrition.

In its most insidious form, gender (g)\_\_\_\_\_ turns violent. Some 1 in 20 girls between the ages of 15 and 19 – around 13 million – have experienced forced sex. In times of both peace and conflict, adolescent girls face the highest risk of (h)\_\_\_\_\_ violence. Hundreds of millions of girls worldwide are still subjected to (i)\_\_\_\_\_ marriage and female genital (j)\_\_\_\_\_ – even though both have been internationally recognized as human rights violations. And violence can occur at birth, like in places where female (k)\_\_\_\_\_ is known to persist.

Harmful gender norms are perpetuated at the highest levels. In some countries, they become entrenched in laws and policies that fail to uphold – or that even violate – girls' rights, like laws that restrict women from (l)\_\_\_\_\_ property. Boys also suffer from gender norms: Social conceptions of masculinity can fuel child (m)\_\_\_\_\_, gang violence, disengagement from school, and recruitment into (n)\_\_\_\_\_ groups.

<https://www.unicef.org/gender-equality>

#### Task 4.

**Read the text, explain in English all the words in bold, and answer the following questions:**

- *Why is the UN critical about the dynamics with gender equality in the modern world? Do you agree with the international body's experts?*
- *How different is the situation with gender equality progress in different countries? What about Russia?*
- *What is economic empowerment? How can it be promoted?*
- *What is a "concerted drive"?*
- *Why will women's empowerment benefit all?*

#### **UN: Progress for Women Is Slow, Uneven, at Risk of Setbacks**

March 07, 2020

The world's women are **making gains** in several areas, but the United Nations says progress has been slow and uneven. They say some forward moves could even be **at risk of setback**.

Sunday is International Women's Day. In a new report, the U.N. says men still hold a large majority of **elected positions**, make more money and have access to better jobs and education.

In addition, women in many parts of the world are still facing severe difficulties including child marriage, illiteracy, partner violence and a lack of access to family

planning. Rural and native women face these problems in addition to greater discrimination and deeper poverty.

Some countries already have seized that chance. The report found that Latin America is one of the few places where the number of women in the labor force has increased in the past 20 years. Countries like Chile and Uruguay have increased **childcare coverage**, the report noted. Researcher Silke Staab of U.N. Women said that those countries “recognized that women’s **economic empowerment** will not become a reality if families are lacking that kind of support.”

Much of sub-Saharan Africa struggles to provide access to family planning. But two countries – Ethiopia and Rwanda – have made it a top goal. In the last 20 years, access to birth control methods has grown by 40 percent.

The U.N. says progress has happened in places where governments have invested in health systems, trained workers and improved both the quality of and access to health services.

The UN reports progress in keeping more girls in school and the **passage of laws** to better protect women. It also reports that the number of women who die during pregnancy or childbirth has dropped by half.

But there is still much more to do [...] What is needed now is a **concerted drive** to scale up, expand and deepen policies and programs that can move the needle on women’s rights to the benefit of all.

<https://learningenglish.voanews.com/a/un-progress-for-women-is-slow-uneven-at-risk-of-setbacks/5318554.html>

## Task 5.

a) *Read the text for its main idea.*

b) *Explain in English all the words in bold, and answer the following questions:*

- *How do you evaluate the current situation with women lawmakers in the US? Compare it with the situation in Russia.*
- *Why are women usually judged more critically than men when they try to take office?*
- *How different is the motivation of men and women seeking public office?*
- *How do you understand “women tackle problems differently”?*

### How Women Govern

A record number of women currently serve in the United States Congress. They hold 23.5 percent of the 435 seats in the House of Representatives. And 26 out of the 100 members of the Senate are women. However, the U.S. government still has a smaller percentage of female **lawmakers** than many other countries, including Mexico, Tunisia, Vietnam and Zimbabwe.

The Inter-Parliamentary Union tried to rate 193 countries by the number of women they have serving in national government positions. The United States finished in 76<sup>th</sup> place in the study. The numbers are a little higher on the state government level; in 2019, about 29 percent of state **legislators** were women.

Two female members of the U.S. Senate – Amy Klobuchar of Minnesota and Elizabeth Warren of Massachusetts – are among the candidates **seeking to win the presidential nomination** of the Democratic Party. Some observers say the two are



likely to be judged more critically than men during their efforts to become commander in chief. “Women are expected to be twice as good,” says Amanda Hunter, director of research and communications for the Barbara Lee Family Foundation.

Women who are in office often change the nature of the political debate. Former U.S. Senator Heidi Heitkamp says women in elected office often work on issues that are most important to families – like paid family leave and security for retirees. They also take up issues like domestic violence and sexual abuse.

Heitkamp added, “I think there are a whole lot of things that are in the public...dialogue right now that would not be in that public dialogue if women weren’t on the podium and on that stage. A lot of women got into politics not [...] because they thought it was their destiny or they thought that the world couldn’t survive without them. Voters tend to believe that women are motivated not by power and ego, but women are motivated because they want to see a change in the world.”

A 2015 study found that female senators worked with each other more often, were more likely to work with members of other parties and were more active legislatively than male senators.

<https://learningenglish.voanews.com/a/how-women-leaders-govern-differently/5285908.html>

### **Task 6.**

***a) Read the following citations about gender equality and women empowerment and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. [Woman is] a person who would rather have a caress than a career. (*Elizabeth Marbury*)
2. How important it is for us to recognize and celebrate our heroes and she-roes! (*Maya Angelou*)
3. Hiring and promoting talented women are the right things to do for society – and it’s an economic imperative. (*Carlos Ghosn*)
4. More men need to speak up for the participation of women. (*Carolina Borbon Parma*)
5. A world full of empowered women isn’t one where men are marginalized. It’s a world where everybody thrives. (*Purnima Mane*)
6. It’s a woman’s right to control her own destiny, to be able to make choices without the Big Brother state telling her what she can and cannot do. (*Ruth Bader Ginsburg*)
7. When men are oppressed, it's a tragedy. When women are oppressed, it’s a tradition. (*Letty Cottin Pogrebin*)
8. Gender equality is the goal that will help abolish poverty that will create more equal economies, fairer societies and happier men, women and children. (*Graça Machel*)

### **Task 7.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to gender equality and women empowerment. Render it in English, share it with class and be ready to discuss all the problems with your peers***



**SDG 6. CLEAN WATER AND SANITATION** – “Ensure availability and sustainable management of water and sanitation for all”

**Task 1.**

*a) Read the information from the official site on Sustainable Development Goals on the current situation with clean water and sanitation in the world and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about clean water and sanitation and then discuss in class the facts most relevant to Russia.*

Clean, accessible water for all is an essential part of the world we want \_\_\_\_\_ (to live) in and there is sufficient fresh water on the planet \_\_\_\_\_ (to achieve) this. However, due to bad economics or poor infrastructure, millions of people including children \_\_\_\_\_ (to die) every year from diseases associated with inadequate water supply, sanitation and hygiene.

Water scarcity, poor water quality and inadequate sanitation negatively impact food security, livelihood choices and educational opportunities for poor families across the world. At the current time, more than 2 billion people \_\_\_\_\_ (to live) with the risk of reduced access to **freshwater** resources and by 2050, at least one in four people is likely to live in a country \_\_\_\_\_ (to affect) by chronic or recurring shortages of fresh water. Drought in specific \_\_\_\_\_ (to afflict) some of the world's poorest countries, worsening hunger and malnutrition. Fortunately, there has been great progress made in the past decade regarding drinking sources and sanitation, whereby over 90% of the world's population now has access to improved sources of drinking water.

To improve sanitation and access to drinking water, there \_\_\_\_\_ (to need) to be increased investment in management of freshwater ecosystems and sanitation facilities on a local level in several developing countries within Sub-Saharan Africa, Central Asia, Southern Asia, Eastern Asia and South-Eastern Asia.

<https://www.un.org/sustainabledevelopment/water-and-sanitation/>

*c) Look at the indicators provided by the UN for SDG 6. Change the words in brackets to fill the gap (e.g. **BENEFIT** – beneficial, **ONE** – first). Then discuss with peers the following questions: Are these indicators enough to ensure water and sanitation for everybody? What are major problems with pure water and sanitation in the world now? Find the Russian equivalents to the indicators.*

- Proportion of population using safely managed \_\_\_\_\_ (DRINK) water services;
- Proportion of population using safely managed sanitation services, including a hand-\_\_\_\_\_ (WASH) facility with soap and water;
- Proportion of wastewater \_\_\_\_\_ (SAFE) treated;
- Proportion of bodies of water with good \_\_\_\_\_ (AMBIENT) water quality;
- Change in water-use \_\_\_\_\_ (EFFICIENT) over time;
- Level of water stress: freshwater \_\_\_\_\_ (WITHDRAW) as a proportion of available freshwater resources;

- Degree of integrated water resources management \_\_\_\_\_ (IMPLEMENT) (0-100);
- Proportion of transboundary basin area with an operational \_\_\_\_\_ (ARRANGE) for water cooperation;
- Change in the extent of water-\_\_\_\_\_ (RELATION) ecosystems over time.

<https://sustainabledevelopment.un.org/sdg6>

**d) Study the vocabulary relating to safe water supply and sanitation and use them in your own sentences.**

*a hand-washing facility* – приспособления для мытья рук

*treated wastewater* – сточные воды безопасно очищены

*ambient water quality* – качество окружающей воды

*water-use efficiency* – эффективность использования воды

*water stress* – дефицит воды

*freshwater withdrawal* – отбор пресной воды

*integrated water resources management* – интегрированное управление водными ресурсами

*safely managed drinking water* – безопасная питьевая вода

*transboundary basins* – трансграничные водные бассейны

*water scarcity* – нехватка воды

*sewage* – канализационный водосток

*sewer* – канализационный коллектор

*feces* – экскременты

*solid waste* – твердые отходы

*rotavirus* – ротавирус

*Shigella bacteria* – шигеллы, возбудитель дизентерии

*self-contained toilet* – автономный туалет

*self-powered waste treatment system* – система очистки отходов с автономным питанием

## Task 2.

**a) SDG 6 aims at “ensuring availability and sustainable management of water and sanitation for all”. What do you understand by “sustainable water management”? Why are safe water supply and sanitation vital for achieving many other SDGs? What are the main problems with water and sanitation in Russia? Why?**

**b) Have you ever heard of the WASH project (<https://www.unicef.org/wash/>)? Read the text, do some research on the Internet, and be ready to discuss WASH aspects for Russia. Explain all the vocabulary units in bold in English.**

Safe water, sanitation and hygiene (collectively known as **WASH**) are crucial for human health and well-being. Yet, millions of people globally lack adequate WASH services and consequently suffer from or are exposed to a multitude of preventable illnesses, [which] negatively impacts quality of life and undermines fundamental human rights. Poor WASH services also weaken health systems, threaten health security and place a heavy strain on economies.

### *Safe drinking-water*

Improving access to safe drinking-water supplies may involve constructing or improving water supply systems or services such as provision of **piped water** on-site, public **standpipes**, **boreholes**, protected dug **wells**, protected **springs** or rainwater. It should also involve risk assessment and management approaches, such as water safety planning, to ensure the success and sustainability of the improvements put in place. Low-cost strategies to treat and safely store drinking-water at the **point-of-use** (e.g. filters, chlorine tablets, safe storage containers) can provide an intermediate solution while longer-term infrastructure improvements are being planned and implemented.

### *Sanitation*

A safe sanitation system is designed and used to separate human excreta from human contact at all steps of the sanitation service chain from safe toilets and containment through conveyance (in **sewers** or by emptying and transport), to treatment and final disposal or end use. A holistic approach to addressing faecal risks from toilets to safe use or disposal is facilitated through sanitation safety planning. As a household moves away from open defecation towards use of better sanitation services, and ultimately to safely managed systems, health benefits increase.

### *Hygiene*

Hygiene interventions include promoting handwashing with soap at critical times. A broader definition may include food hygiene measures (e.g. washing, covering, cooking and storage of food), environmental hygiene (e.g. cleaning of surfaces), menstrual hygiene, or hygiene interventions specific to prevention and control of particular diseases (e.g. face washing for trachoma, shoe wearing for soil-transmitted helminthes, and animal management for **zoonotic diseases**).

*Water, sanitation, hygiene and health. A primer for health professionals. World Health Organization*  
[https://www.who.int/water\\_sanitation\\_health/publications/water\\_sanitation\\_hygiene-primer-for-health-professionals/en/](https://www.who.int/water_sanitation_health/publications/water_sanitation_hygiene-primer-for-health-professionals/en/)

### **Task 3.**

*Insert the following words in the gaps in the text below.*

**track**      **service**      **sanitation**      **drinking-water**      **waste**  
**hygiene**      **sewers**      **lack**      **in-situ**      **surface**      **stressed**

As of 2017, 90% of the global population (6.8 billion people) used at least a basic (a)\_\_\_\_\_. A basic service is an improved (b)\_\_\_\_\_ source that can be accessed within 30 minutes. Approximately 785 million people (c)\_\_\_\_\_ even a basic drinking-water service, including 144 million people who are dependent on (d)\_\_\_\_\_ water. By 2025, half of the world's population will be living in water-(e)\_\_\_\_\_ areas.

31% of the global population (2.4 billion people) used private (f)\_\_\_\_\_ facilities connected to (g)\_\_\_\_\_ from which wastewater was treated. 14% of the global population (1.0 billion people) used toilets where excreta were disposed of (h)\_\_\_\_\_.

Only 40 out of 152 countries are on (i)\_\_\_\_\_ to achieve basic sanitation for all by 2030. Globally, 42% of health care facilities lack hand (j)\_\_\_\_\_ facilities at the point of care and 40% do not have systems to segregate (k)\_\_\_\_\_.

*Water, sanitation, hygiene and health. A primer for health professionals. World Health Organization*  
[https://www.who.int/water\\_sanitation\\_health/publications/water\\_sanitation\\_hygiene-primer-for-health-professionals/en/](https://www.who.int/water_sanitation_health/publications/water_sanitation_hygiene-primer-for-health-professionals/en/)

#### Task 4.

*Read the text, explain all the words in bold in English, and answer the following questions:*

- *How has Angola changed recently? Has it solved the problem of safe water and sanitation there?*
- *What is the current situation with safe water supply in Angola?*
- *How do the Angolans satisfy their demand for water?*
- *What risks does a lack of access to safe drinking water, sanitation systems and hygiene cause?*
- *How can improved access to clean water influence business of young Angolans?*
- *What are the main reasons of slow progress with clean water supply in Angola?*

#### **Lack of Clean Water in Angola Leads to Delivery Services**

April 27, 2019

In recent years, Angola has become one of the richest countries in Africa. One reason is money earned by Angola's oil industry. In 2017, business advisory service Mercer named the capital, Luanda, the most costly city for foreigners to live in. But, many Luandans do not have access to even basic needs. Luanda is **surrounded on three sides** by water: the Bengo and Cuanza Rivers and the Atlantic Ocean. Yet only half of its eight million people have access to clean, **running water**.

Many people in and around Angola's capital must use **untreated water** for everyday activities – and even for work. Car washers like Herminio Chitembo, for example, use untreated sewage water to earn a living. Chitembo says he and other car washers do this kind of work for survival. They are unemployed.

The UN Children's Agency reports that nationwide, forty-four percent of Angolans still do not have access to clean water. Agency representative Patricia Portela De Sousa says a lack of access to safe drinking water, sanitation systems and hygiene are the main causes of infectious diseases.

Angolan officials are working to improve access. But the lack of clean water is a **business opportunity** for hundreds of young men. They bring drinking water to buyers across the city.

The United States Agency for International Development found that Angola has invested hundreds of millions of dollars in water and sanitation infrastructure in recent years. But continuous access to improved water and sanitation **remains an issue**.

The Public Water Company of Luanda, known as EPAL, admits there is a serious water shortage. EPAL representative Vladimir Bernardo says Luanda's water company has an average production level of 540,000 cubic meters of water per day. But the daily need is over a million cubic meters.

Luanda's water company says financial issues have slowed progress, but its current infrastructure projects will soon improve access to clean water. For now, Angolans do their best to survive, using the dirty water they have or the clean water they can sell.

<https://learningenglish.voanews.com/a/lack-of-clean-water-in-angola-leads-to-delivery-services/4891328.html>

## Task 5.

a) *Read the text for its main idea.*

b) *Explain all the words in bold in English, and answer the following questions:*

- *Why does Bill Gates demonstrate a container of feces at a trade show in China?*
- *What is the main principle of a new toilet presented in China by The Bill and Melinda Gates Foundation? How different is it from the conventional toilet?*
- *Why is the problem of safe toilets so urgent in the modern world?*

### **Bill Gates Talks about the Future of Toilets**

November 06, 2018

Microsoft founder Bill Gates has presented a container of **feces** to visitors to a trade show in China. No, not the China International Import Expo in Shanghai. Gates is at the “Reinvented Toilet” Expo in Beijing to discuss developing a safe process to remove human wastes.

[...] The Microsoft founder told the gathering [...] “This small amount of feces could contain as many as 200 trillion rotavirus cells, 20 billion *Shigella* bacteria, and 100,000 parasitic worm eggs.” Gates noted that these microbes cause diseases that kill almost 500,000 children under the age of 5 every year.

More than 20 companies and research organizations are showing new toilet technologies at the three-day expo. These include self-contained toilets, a small self-powered waste treatment system called the Omni Processor and other inventions.

The Bill and Melinda Gates Foundation presented its own idea for a future toilet that does not require water. Instead, it uses chemical to turn human waste into **fertilizer**. There are several designs of the toilet, but all work by separating liquid and solid waste.

“The current toilet simply sends the waste away in the water, whereas these toilets don’t have the sewer. They take both the liquids and solids and do chemical work on it, including burning it in most cases,” Gates told Reuters. He compared the development of waterless toilets to that of personal computing in the mid-1970s.

The researchers are planning to show the waterless toilets to manufacturers. Gates said he expects that a more than \$6 billion market for the toilets will develop by 2030. The Bill and Melinda Gates Foundation has spent more than \$200 million since 2011 to support research and development of safe sanitation technology.

Across the world, UNICEF estimates that 4.5 billion people suffer a lack of safely operated sanitation systems. The organization says over 480,000 children under 5 die every year from diarrhea. Most of the deaths are in South Asia and African countries south of the Sahara desert.

The Gates Foundation says poor sanitation also cost the world over \$200 billion a year in healthcare and **lost earnings**.

<https://learningenglish.voanews.com/a/bill-gates-talks-about-the-future-of-toilets/4647096.html>

## Task 6.

a) *Read the following citations about water and sanitation and comment on each. Which one do you agree with most? Why?*

b) *Choose one citation from the above and write a 250-word essay on it.*

1. We shall not defeat any of the infectious diseases that plague the developing world until we have also won the battle for safe drinking water, sanitation, and basic health care. (*Kofi Annan*)
2. Sanitation is more important than Independence. (*Mahatma Gandhi*)
3. Although we take it for granted, sanitation is a physical measure that has probably done more to increase human life span than any kind of drug or surgery. (*Deepak Chopra*)
4. You will never solve poverty without solving water and sanitation. (*Matt Damon*)
5. Sanitation issues in the developing world affect women more than they affect men. (*Melinda Gates*)
6. No innovation in the past 200 years has done more to save lives and improve health than the sanitation revolution triggered by invention of the toilet. But it did not go far enough. It only reached one-third of the world. (*Sylvia Mathews Burwell*)
7. Water is one of the most basic of all needs – we cannot live for more than a few days without it. And yet, most people take water for granted. We waste water needlessly and don't realize that clean water is a very limited resource. More than 1 billion people around the world have no access to safe, clean drinking water, and over 2.5 billion do not have adequate sanitation service. Over 2 million people die each year because of unsafe water – and most of them are children! (*Robert Alan Arthur*)
8. The United States spends over \$87 billion conducting a war in Iraq while the United Nations estimates that for less than half that amount we could provide clean water, adequate diets, sanitation services and basic education to every person on the planet. And we wonder why terrorists attack us. (*John Perkins*)

#### **Task 7.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to safe water and sanitation. Render it in English, share it with class and be ready to discuss all the problems with your peers***



**SDG 7. AFFORDABLE AND CLEAN ENERGY** – “Ensure access to affordable, reliable, sustainable and modern energy for all”

**Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with energy supply in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about energy supply and then discuss in class the facts most relevant to Russia. Do you believe that alternative energy sources can considerably improve the situation?**

Energy is central to nearly every major challenge and opportunity the world \_\_\_\_\_ (to face) today. Be it for jobs, security, climate change, food production or increasing incomes, access to energy for all is essential. Working towards this goal is especially important as it \_\_\_\_\_ (to interlink) with other Sustainable Development Goals. Focusing on universal access to energy, increased energy efficiency and the increased use of renewable energy through new economic and job opportunities is crucial to \_\_\_\_\_ (to create) more sustainable and inclusive communities and resilience to environmental issues like climate change.

At the current time, there are approximately 3 billion people who lack access to clean-cooking solutions and \_\_\_\_\_ (to expose) to dangerous levels of air pollution. Additionally, slightly less than 1 billion people \_\_\_\_\_ (to function) without electricity and 50% of them \_\_\_\_\_ (to find) in Sub-Saharan Africa alone. Fortunately, progress \_\_\_\_\_ (to make) in the past decade regarding the use of renewable electricity from water, solar and wind power and the ratio of energy used per unit of GDP \_\_\_\_\_ also (to decline).

However, the challenge is far from \_\_\_\_\_ (to solve) and there needs to be more access to clean fuel and technology and more progress needs (to make) regarding integrating renewable energy into end-use applications in buildings, transport and industry. Public and private investments in energy also need \_\_\_\_\_ (to increase) and there needs to be more focus on regulatory frameworks and innovative business models to transform the world's energy systems.

<https://www.un.org/sustainabledevelopment/energy>

**c) Look at the indicators provided by the UN for SDG 7. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: Are these indicators enough to ensure access to affordable, reliable, sustainable and modern energy for all? Find the Russian equivalents to the indicators.**

- Proportion of \_\_\_\_\_ (POPULATE) with access to electricity;
- Proportion of population with primary \_\_\_\_\_ (RELY) on clean fuels and technology;
- \_\_\_\_\_ (NEW) energy share in the total final energy consumption;
- Energy \_\_\_\_\_ (INTENSIVE) measured in terms of primary energy and GDP.

<https://sustainabledevelopment.un.org/sdg7>



**d) Study the vocabulary relating to sustainable and modern energy issues and use them in your own sentences.**

*universal access to energy* – всеобщий доступ к энергии

*energy efficiency* – энергоэффективность

*renewable/ clean energy* – возобновляемая / чистая энергия

*nonrenewable/ dirty energy* – невозобновляемая / грязная энергия

*clean-cooking* – приготовление еды с использованием чистых источников энергии

*ratio of energy used per unit of GDP* – коэффициент используемой энергии на единицу ВВП

*energy systems* – энергетические системы

*national electricity grid* – национальная электросеть

*fossil fuel* – ископаемое топливо

*emissions of carbon* – выбросы углерода

*to replenish* – восполнять

*to harness nature's power* – использовать (обуздать) силу природы

*fracked gas* – фракционированный газ

*offshore wind farms* – ветряные парки в открытом море

*finite resource* – ограниченный ресурс

*crude oil* – сырая нефть

*global warming* – глобальное потепление

*tidal and wave energy* – энергия приливов и волн

*geothermal energy* – геотермальная энергия

*carbon footprint* – углеродный след

*combustion process* – процесс сгорания

**Task 2.**

**a) SDG 7 aims at “ensure access to affordable, reliable, sustainable and modern energy for all”. What is sustainable and modern energy?**

**b) Read the text to learn more about types of clean energy. Can these types of renewable energy be found in Russia? Think of examples. Check out the current statistical data. Report to class. Explain all the words in bold in English.**

*Nonrenewable/ dirty energy*

Nonrenewable, or “dirty,” energy includes fossil fuels such as oil, gas, and coal. Nonrenewable sources of energy are only available in limited amounts and take a long time to replenish. Nonrenewable energy sources are also typically found in specific parts of the world. Prioritizing nonrenewable energy can also improve national security by reducing a country’s reliance on exports from fossil fuel-rich nations.

*Renewable Energy*

*Solar Energy*

Humans have been **harnessing solar energy** for thousands of years – to grow crops, stay warm, and dry foods. According to the US National Renewable Energy Laboratory, “more energy from the sun falls on the earth in one hour than is used by everyone in the world in one year.” Today, sun’s rays are used in many ways – to heat homes and busi-

nesses, to warm water, or power devices. Solar energy systems don't produce air pollutants or greenhouse gases, and as long as they are responsibly sited, most solar panels have few environmental impacts beyond the manufacturing process.

### *Wind Energy*

We've come a long way from old-fashioned wind mills. Today, turbines as tall as skyscrapers – with turbines nearly as wide in diameter – **stand at attention** around the world. Wind energy turns a turbine's blades, which feeds an electric generator and produces electricity.

### *Hydroelectric Power*

Hydropower is the largest renewable energy source for electricity in the United States, though wind energy is soon expected to **take over the lead**. Hydropower relies on water – typically fast-moving water in a large river or rapidly descending water from a high point – and converts the force of that water into electricity by spinning a generator's turbine blades.

### *Biomass Energy*

Biomass is organic material that comes from plants and animals, and includes crops, waste wood, and trees. When biomass is burned, the chemical energy is released as heat and can generate electricity with a steam turbine. Biomass is often mistakenly described as a clean, renewable fuel and a greener alternative to coal and other fossil fuels for producing electricity. However, recent studies show that many forms of biomass – especially from forests – produce higher carbon emissions than fossil fuels (eg. sawdust and chips from sawmills that would otherwise quickly decompose and release carbon can be a low-carbon energy source).

### *Geothermal Energy*

If you've ever relaxed in a hot spring, you've used geothermal energy. The earth's core is about as hot as the sun's surface, due to the slow decay of radioactive particles in rocks at the center of the planet. Drilling deep wells brings very hot underground water to the surface as a hydrothermal resource, which is then pumped through a turbine to create electricity. Geothermal plants typically have low emissions if they pump the steam and water they use back into the reservoir.

### *Ocean*

Tidal and wave energy is still in a developmental phase, but the ocean will always be ruled by the moon's gravity, which makes harnessing its power an attractive option. Some tidal energy approaches may harm wildlife, such as tidal barrages, which work much like dams and are located in an ocean bay or lagoon

<https://www.nrdc.org/stories/renewable-energy-clean-facts>

## **Task 3.**

*Insert the following words in the gaps in the text below.*

*natural      renewable      fossil      energy      beneficial      kindle      sail  
fracked      harnessing      carbon      dams      records      grid      grind*

(a)\_\_\_\_\_ power is booming, as innovation brings down costs and starts to deliver on the promise of a clean (b)\_\_\_\_\_ future. American solar and wind generation are breaking (c) \_\_\_\_\_ and being integrated into the national electricity (d) \_\_\_\_\_ without compromising reliability.

This means that renewables are increasingly displacing “dirty” (e) \_\_\_\_\_ fuels in the power sector, offering the benefit of lower emissions of (f) \_\_\_\_\_ and other types of pollution. But not all sources of energy marketed as “renewable” are (g) \_\_\_\_\_ to the environment. Biomass and large hydroelectric (h) \_\_\_\_\_ create difficult tradeoffs when considering the impact on wildlife, climate change, and other issues.

Renewable energy, often referred to as clean energy, comes from (i) \_\_\_\_\_ sources or processes that are constantly replenished.

While renewable energy is often thought of as a new technology, (j) \_\_\_\_\_ nature’s power has long been used for heating, transportation, lighting, and more. Wind has powered boats to (k) \_\_\_\_\_ the seas and windmills to (l) \_\_\_\_\_ grain. The sun has provided warmth during the day and helped (m) \_\_\_\_\_ fires to last into the evening. But over the past 500 years or so, humans increasingly turned to cheaper, dirtier energy sources such as coal and (n) \_\_\_\_\_ gas.

#### **Task 4.**

*a) Read the text about the advantages and disadvantages of renewable energy sources. Discuss them with peers. Can you think of other advantages or disadvantages?*

*b) Think what renewable sources can be used in the home. Would you like to have your house powered this way?*

#### Advantages of renewable energy

##### *1. Renewable energy won’t run out*

Renewable energy technologies use resources straight from the environment to generate power. These energy sources include sunshine, wind, tides, and biomass, to name some of the more popular options, so they won’t run out.

##### *2. Maintenance requirements are lower*

In most cases, renewable energy technologies require less overall maintenance than generators that use traditional fuel sources. This is because generating technology like solar panels and wind turbines either have few or no moving parts and don’t rely on flammable, combustible fuel sources to operate. Fewer maintenance requirements translate to more time and money saved.

##### *3. Renewables save money*

Using renewable energy can help you save money long term. Not only will you save on maintenance costs, but on operating costs as well. [Using] a technology that generates power from the sun, wind, steam, or natural processes, you don’t have to pay to refuel.

##### *4. Renewable energy has numerous health and environmental benefits*

Renewable energy generation sources emit little to no greenhouse gases or pollutants into the air. This means a smaller carbon footprint and an overall positive impact on the natural environment.

##### *5. Renewables lower reliance on foreign energy sources*

With renewable energy technologies, you can produce energy locally. The more renewable energy you’re using for your power needs, the less you’ll rely on imported energy, and the more you’ll contribute to your country’s energy independence as a whole.

#### Disadvantages of renewable energy

### 1. *Higher upfront cost*

While you can save money by using renewable energy, the technologies are typically more expensive upfront than traditional energy generators

### 2. *Intermittency*

Though renewable energy resources are available around the world, many of these resources aren't available 24/7, year-round. Some days may be windier than others, the sun doesn't shine at night, and droughts may occur for periods of time. There can be unpredictable weather events that disrupt these technologies

### 3. *Storage capabilities*

Because of the intermittency of some renewable energy sources, there's a high need for energy storage. While there are storage technologies available today, they can be expensive, especially for large-scale renewable energy plants.

### 4. *Geographic limitations*

A diverse geography with varying climates, topographies, vegetation, and more creates a beautiful melting pot of landscapes, but also means that there are some geographies that are more suitable for renewable technologies than others. For example, a large farm with open space may be a great place for a residential wind turbine or a solar energy system, while a townhome in a city covered in shade from taller buildings wouldn't be able to reap the benefits of either technology on their property.

<https://news.energysage.com/advantages-and-disadvantages-of-renewable-energy/>

## **Task 5.**

***a) Read the following citations about energy and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. Our children and grandchildren are going to be mad at us for burning all this oil. It took the Earth 500 million years to create the stuff we're burning in 200 years. Renewable energy sources are where we need to be headed. (*Jack Edwards*)

2. By the year 2000, such renewable energy sources could provide 40 percent of the global energy budget; by 2025, humanity could obtain 75 percent of its energy from solar resources. (*Denis Hayes*)

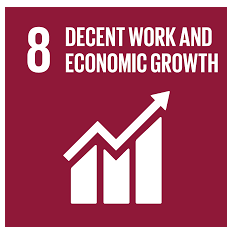
3. We simply must balance our demand for energy with our rapidly shrinking resources. By acting now we can control our future instead of letting the future control us. (*Jimmy Carter*)

4. The future is green energy, sustainability, renewable energy. (*Arnold Schwarzenegger*)

5. The use of solar energy has not been opened up because the oil industry does not own the sun. (*Ralph Nader*)

## **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to clean energy. Render it in English, share it with class and be ready to discuss all the problems with your peers.***



**SDG 8. DECENT WORK AND ECONOMIC GROWTH** – “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”

**Task 1.**

*a) Read the information from the official site on Sustainable Development Goals on the current situation with the economic growth in the world and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about economic growth and then discuss in class the facts most relevant to Russia. Explain all the words in bold in English.*

Roughly half the world’s population still \_\_\_\_\_ (to live) on the equivalent of about US\$2 a day with global unemployment rates of 5.7% and \_\_\_\_\_ (to have) a job doesn’t guarantee the ability to escape from poverty in many places. This slow and uneven progress requires us to rethink and retool our economic and social policies aimed at \_\_\_\_\_ (to eradicate) poverty.

A continued lack of decent work opportunities, insufficient investments and **under-consumption** \_\_\_\_\_ (to lead) to an erosion of the basic social contract underlying democratic societies: that all must share in progress. Even though the average annual growth rate of real GDP per capita worldwide \_\_\_\_\_ (to increase) **year on year**, there are still many countries in the developing world that \_\_\_\_\_ (to **decelerate**) in their growth rates and moving farther from the 7% growth rate target set for 2030. As **labor productivity** \_\_\_\_\_ (to decrease) and unemployment rates rise, **standards of living** begin \_\_\_\_\_ (to decline) due to lower wages.

Sustainable economic growth will require societies to create the conditions that allow people \_\_\_\_\_ (to have) quality jobs that stimulate the economy while not harming the environment. Job opportunities and decent working conditions \_\_\_\_\_ also (to require) for the whole working age population. There needs to be increased access to financial services to manage incomes, accumulate assets and make productive investments. Increased commitments to trade, banking and agriculture infrastructure will also help \_\_\_\_\_ (to increase) productivity and reduce unemployment levels in the world’s most **impoverished** regions.

<https://www.un.org/sustainabledevelopment/economic-growth/>

*c) Look at some indicators provided by the UN for SDG 8. Change the words in brackets to fill the gap (e.g. **BENEFIT** – beneficial, **ONE** – first). Then discuss with peers the following questions: Are these indicators enough to ensure economic growth? What do you think are the major problems with employment in the world now? Find the Russian equivalents to the indicators.*

- Annual \_\_\_\_\_ (GROW) rate of real GDP per capita;
- Annual growth rate of real GDP per \_\_\_\_\_ (EMPLOYMENT) person;
- Proportion of informal \_\_\_\_\_ (EMPLOY) in non-agriculture employment, by sex;
- Material footprint per capita, and material footprint per GDP;

- Domestic material \_\_\_\_\_ (CONSUME) per capita, and domestic material consumption per GDP;
- Average hourly earnings of female and male \_\_\_\_\_ (EMPLOY), by occupation, age and persons with disabilities;
- Unemployment rate, by sex, age and persons with \_\_\_\_\_ (ABLE);
- Proportion of youth (aged 15-24 years) not in \_\_\_\_\_ (EDUCATE), employment or training;
- \_\_\_\_\_ (FREQUENT) rates of fatal and non-fatal occupational injuries, by sex and migrant status;
- Increase in national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national \_\_\_\_\_ (LEGISLATOR), by sex and migrant status;
- Number of jobs in tourism industries as a proportion of total jobs and growth rate of jobs, by sex;
- Number of \_\_\_\_\_ (COMMERCE) bank branches and automated teller machines (ATMs) per 100,000 adults;
- Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service \_\_\_\_\_ (PROVISION).

<https://sustainabledevelopment.un.org/sdg8>

**c) Study the vocabulary relating to economic growth and employment issues and use them in your own sentences.**

*unemployment rate* – уровень безработицы

*to eradicate poverty* – искоренить безработицу

*decent work opportunities* – достойные возможности для работы

*underconsumption* – недостаточное потребление

*average annual growth rate of real GDP per capita* – среднегодовой темп роста реального ВВП на душу населения

*to decelerate in the growth rate* – замедлить темп роста

*labor productivity* – производительность труда

*standards of living* – стандарты жизни

*hourly earnings* – почасовой заработок

*working age population* – население трудоспособного возраста

*impoverished regions* – бедные регионы

*informal employment* – неформальная занятость

*social protection measures* – меры социальной защиты

*material footprint* – материальный эффект жизнедеятельности человека на Землю

*domestic material consumption* – внутреннее материальное потребление

*fatal and non-fatal occupational injuries* – смертельные и несмертельные производственные травмы

*compliance of labour rights* – соблюдение трудовых прав

*collective bargaining* – коллективный договор

*Decent Work Agenda* – Программа достойного труда

## Task 2.

**a) SDG 8 aims at “promoting decent work for all”. What do you understand by “decent work”? Can full employment be reached globally? What is the situation like in Russia?**

**b) Read the definition of decent work by The International Labour Organization (ILO). Comment on it and discuss with peers.**

*Decent work* is a multifaceted concept that goes beyond merely having a job. The International Labour Organization (ILO)’s Decent Work Agenda contains four inseparable, interrelated and mutually supportive objectives: (i) respecting, promoting and realizing the fundamental principles and rights at work; (ii) promoting employment by creating a sustainable institutional and economic environment; (iii) developing and enhancing social protection measures; and (iv) promoting social dialogue and tripartism. The fourth objective recognizes that the principal world of work actors, namely representative organizations of employers and workers, together with labour ministries and other relevant parts of government, have a critical role to play in implementing and taking forward the Decent Work Agenda. Clearly, therefore, decent work should be viewed as an important means of achieving equitable, inclusive and sustainable development.

*Promoting Decent Work for Migrant Workers, ILO, 2015*

## Task 3.

**a) Insert the following words in the gaps in the sentences below.**

**b) Discuss in class the elements that make a job worthwhile.**

<i>self-employed</i>	<i>pension</i>	<i>sickness benefit</i>	<i>increment</i>	<i>incentive</i>	<i>perks</i>
<i>promotion</i>	<i>salary</i>	<i>demanding</i>	<i>repetitive</i>	<i>strain</i>	<i>injury</i>
<i>stress</i>	<i>steady job</i>	<i>firing</i>	<i>hiring</i>	<i>service industries</i>	
<i>unskilled</i>	<i>job security</i>	<i>white-collar</i>	<i>manufacturing industries</i>		
<i>blue-collar</i>	<i>semi-skilled</i>	<i>employees</i>	<i>unsociable hours</i>		

**“Some people live to work, and others work to live. In most cases, this depends on the job they have and the conditions under which they are employed. In your opinion, what are the elements that make a job worthwhile?”**

In answering this question, I would like to look first at the elements that combine to make a job undesirable. By avoiding such factors, potential (a)\_\_\_\_\_ are more likely to find a job that is more worthwhile, and by doing so, hope to achieve happiness in their work.

First of all, it doesn’t matter if you are an (b)\_\_\_\_\_ worker cleaning the floor, a (c) \_\_\_\_\_ (d) \_\_\_\_\_ worker on a production line in one of the (e)\_\_\_\_\_, or a (f) \_\_\_\_\_ worker in a bank, shop or one of the other (g) \_\_\_\_\_: if you lack (h) \_\_\_\_\_, the knowledge that you might lose your job at any time, you will never feel happy. Everybody would like a (i)\_\_\_\_\_ in which he or she is guaranteed work. Nowadays, however, companies have a high turnover of staff, (j) \_\_\_\_\_ new staff and (k) \_\_\_\_\_ others on a weekly basis. Such companies are not popular with their workers.

The same can be said of a job in which you are put under a lot of (l)\_\_\_\_\_ and worry, a job which is so (m)\_\_\_\_\_ that it takes over your life, a job where you work (n)\_\_\_\_\_ and so never get to see your family or friends, or a physical job in which you do the same thing every day and end up with the industrial disease that is always in the papers nowadays – (o) \_\_\_\_\_.

With all these negative factors, it would be difficult to believe that there are any elements that make a job worthwhile. Money is, of course, the prime motivator, and everybody wants a good (p) \_\_\_\_\_. But of course that is not all. The chance of (q)\_\_\_\_\_, of being given a better position in a company, is a motivating factor. Likewise, (r) \_\_\_\_\_ such as a free lunch or a company car, an (s) scheme to make you work hard such as a regular (t)\_\_\_\_\_ above the rate of inflation, (u)\_\_\_\_\_ in case you fall ill and a company (v)\_\_\_\_\_ scheme so that you have some money when you retire, all combine to make a job worthwhile.

Unfortunately, it is not always easy to find all of these. There is, however, an alternative. Forget the office and the factory floor and become (w)\_\_\_\_\_ and work for yourself. Your future may not be secure, but at least you will be happy.

*IELTS Workbook for Students by Rawdon Wyatt, Peter Collin Publishing, 2002*

#### **Task 4.**

***Read the text, explain all the words in English in bold, and make up 5 questions on the text. Discuss the text with peers.***

#### **Economic Experts Worry About China Slowdown and US Shutdown**

January 22, 2019

A slowing Chinese economy and an ongoing government **shutdown** in the United States have some experts worried about possible damage to the world economy.

China's economic **slowdown** has been a major discussion at this year's World Economic Forum, which began Monday in Davos, Switzerland. The Chinese economy grew 6.6 percent in 2018, its slowest rate in 28 years. Fears about China's slowing economy have been worsened by its **trade war** with the United States.

But Chinese officials have said the country's slowdown will not lead to wide trouble. Fang Xinghai, who is with China's Securities Regulatory Commission, said [...] that the structure of the Chinese government – where the central, communist party holds so much control – makes fixing the economy easier. And Chinese Premier Li Keqiang has promised the government would not let the economy "fall off a cliff."

U.S. President Donald Trump did not travel to Davos this year for the World Economic Forum. He canceled his trip last week "out of consideration for the 800,000 great American workers not receiving pay" during the ongoing shutdown, the White House said in a statement. The partial government shutdown has entered its fifth week. It is causing more economic damage than expected. Trump administration economists had first estimated the shutdown would cost the economy .1 percentage point in growth every two weeks that employees went without pay. But White House officials have increased that estimate to .13 percentage point every week.

The IMF predicts the world economy will grow at 3.5 percent in 2019 and 3.6 percent in 2020. That is down from its estimates released last October, when IMF economists



were already predicting slowing growth both in China and the United States because of trade disputes. IMF Managing Director Christine Lagarde told reporters, “After two years of solid **expansion**, the world economy is growing more slowly than expected and risks are rising.” Lagarde urged policymakers to prepare for a “serious slowdown.”

<https://learningenglish.voanews.com/a/economic-experts-worry-about-china-slowdown-and-us-shutdown/4754208.html>

### Task 5.

*Read the text, explain all the words in bold in English, and compare the information from it with that in Task 4. How has the situation changed over a year? Why?*

#### **The Economy Shrinks with Shocking Speed**

Three weeks ago, the car service company EmpireCLS was heading toward its second straight year of a growing business. Empire, based in New Jersey, could not find enough drivers and office workers to meet its needs. Now, the company is **on the edge of failure**.

With extreme speed, business in the United States and around the world has collapsed **in the face of** the coronavirus. People are told to stay home. Never before has the American economy come to such a sudden, violent stop. The fall has shocked Americans who had enjoyed more than 10 years of a growing job market and economy. Now, the economy is heading toward a deep recession. Millions of people will likely lose jobs within a few months.

“The economy has never gone from healthy to disaster so quickly. What would take years in a financial crisis has happened in days in this health crisis,” said Jason Furman, a former President Barack Obama’s top economic adviser and now a professor at Harvard’s Kennedy School.

Since the Great Recession ended in 2009, the economy has risen for 11 years. Yearly growth has been at about 2.3 percent since 2010. Employers have added positions for workers for the last nine years. Just two weeks ago, the government released a great employment report: a gain of 273,000 jobs in February. The country was experiencing a 50-year low in the rate of unemployment: 3.5 percent. People were buying goods, eating out and spending money in other ways, too. Things were great. But all that went away after just a few weeks of the spread of the new coronavirus in America.

The investment bank and financial services company Goldman Sachs says it expects the economy to shrink at a 24 percent yearly rate between April to June. Days earlier, the company had predicted a drop of just five percent during the same period.

The information services company IHS Markit predicts 7 million job losses from April to June. It expects unemployment will rise to 8.8 percent in the final three months of 2020. Some economists say it will go even higher.

As investors began to understand the seriousness of the crisis, they began to sell. Since February 12, the Dow Jones Industrial Average has fallen 35 percent. The market events have sharply reduced family wealth and **consumer confidence**.

Government officials are trying to help. The central bank has cut its main interest rate to almost zero. It is also trying to make certain that companies can use short-

term credit so they can continue to pay employees. Congress and the White House are preparing a large stimulus program that includes giving money to citizens.

Economists do not usually recognize a recession until long after it has begun. Now, they can see it coming. Diane Swonk, chief economist at the company Grant Thornton, says the downturn began in the first week of March as the economy all but stopped.

For now, some Americans are working from home and keeping their jobs. Some of them may be saving money, which will help the economy later. Yet the future does not look promising. About 60 percent of American workers – 82 million people – are paid by the hour. Most will not be paid if they cannot go to work.

<https://learningenglish.voanews.com/a/the-economy-shrinks-with-shocking-speed/5343336.html>

### **Task 6.**

***a) Read the following citations about economic growth and employment and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. [Labour is] the duty of all citizens of the republic. (*Constitution of the USSR, 1924*)
2. [Work is] paid struggle. (*Max Granlink*)
3. Work is work if you're paid to do it, and it's pleasure if you pay to be allowed to do it. (*Finley Peter Dunne*)
4. [Work is] the law of life and its best fruit. (*Lewis Morris*)
5. [Labour is] the law of happiness. (*Abel Stevens*)
6. [Labour is] wealth. (*Percy Bysshe Shelly*)
7. [Labour is] an activity by which money is pumped fro one pocket into another. (*Anonymous*)

### **Task 7.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to sustainable economic growth. Render it in English, share it with class and be ready to discuss all the problems with your peers.***



## **SDG 9. INDUSTRY, INNOVATION AND INFRASTRUCTURE –** “Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation”

### **Task 1.**

*a) Read the information from the official site on Sustainable Development Goals on the current situation with innovation and infrastructure in the world and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about innovation and infrastructure and then discuss in class the facts most relevant to Russia.*

Investments in infrastructure – transport, irrigation, energy and information and communication technology – are crucial to \_\_\_\_\_ (to achieve) sustainable development and \_\_\_\_\_ (to empower) communities in many countries. It \_\_\_\_\_ (to recognize) long that growth in productivity and incomes, and improvements in health and education outcomes require investment in infrastructure. Manufacturing is an important driver of economic development and employment. At the current time, however, manufacturing value added per capita is only US\$100 in the least developed countries \_\_\_\_\_ (to compare) to over US\$4,500 in Europe and Northern America. Another important factor to consider is the emission of carbon dioxide during manufacturing processes. Emissions \_\_\_\_\_ (to decrease) over the past decade in many countries but the pace of decline \_\_\_\_\_ (not to be) even around the world.

Technological progress is the foundation of efforts \_\_\_\_\_ (to achieve) environmental objectives, such as increased resource and energy-efficiency. Without technology and innovation, industrialization \_\_\_\_\_ (not to happen), and without industrialization, development will not happen. There needs to be more investments in high-tech products that dominate the manufacturing productions to increase efficiency and a focus on mobile cellular services that increase connections between people.

<https://www.un.org/sustainabledevelopment/infrastructure-industrialization/>

*c) Look at the indicators provided by the UN for SDG 9. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: What are major problems with manufacturing in the world now? Manufacturing always results in increased CO<sub>2</sub> emissions, so how can the tradeoff be achieved in this case between the economic growth and environmental pollution? Are the indicators below enough to ensure the stable development of industry and infrastructure?*

- Passenger and freight volumes, by \_\_\_\_\_ (MODAL) of transport;
- Manufacturing value added as a proportion of GDP (Gross Domestic \_\_\_\_\_ (PRODUCE)) and per capita;
- Proportion of small-scale \_\_\_\_\_ (INDUSTRIAL) in total industry value added;
- Proportion of small-scale industries with a loan or line of \_\_\_\_\_ (CREDITOR);
- CO<sub>2</sub> \_\_\_\_\_ (EMIT) per unit of value added;
- Research and \_\_\_\_\_ (DEVELOP) expenditure as a proportion of GDP;

- Researchers (in full-time equivalent) per million \_\_\_\_\_ (INHABIT).

<https://sustainabledevelopment.un.org/sdg9>

**d) Study the vocabulary relating to manufacturing and investment issues and use them in your own sentences.**

*to empower communities* – расширить права и возможности сообществ

*driver of economic development and employment* – двигатель экономического развития и занятости

*manufacturing value added per capita* – добавленная стоимость, произведенная промышленностью, на душу населения

*emission of carbon dioxide (CO<sub>2</sub>)* – выброс углекислого газа

*technological progress* – технологический прогресс

*resource efficiency* – эффективность использования ресурсов

*high-tech products* – высокотехнологичная продукция

*mobile cellular services* – услуги сотовой связи

*net benefit* – чистая выгода

*development bank* – банк развития

*natural hazard* – стихийное бедствие

*disruptions/ outages of power / water* – перебои с электричеством/ водой

*transport disruptions* – перебои с транспортом

*quality of life* – качество жизни

*water-borne diseases* – передаваемые через воду заболевания

*to incur losses* – понести убытки

*digital elevation models* – цифровая матрица высот (цифровая модель высотных максимумов)

**Task 2.**

**a) SDG 9 aims at “building resilient infrastructure, promoting inclusive and sustainable industrialization and fostering innovation”. What do you understand by “resilient infrastructure” and “inclusive industrialization”? Do you think they can be found in Russia? Why?**

**b) Read the text about resilient infrastructure. Answer the following questions:**

- *How is resilient infrastructure defined in the text?*
- *What are its benefits?*
- *What are the major infrastructure systems?*
- *What are the benefits of resilient infrastructure discussed in the report?*
- *What are the five recommendations to promote resilient infrastructure systems? Comment on each.*

**World Bank Report Illustrates Benefits of Resilient Infrastructure**

11 July 2019

The report titled, ‘*Lifelines: The Resilient Infrastructure Opportunity*’, presents a framework for understanding infrastructure resilience, or the ability of infrastructure systems “to function and meet users’ needs during and after a natural hazard.” The report focuses on four infrastructure systems: power; transport; telecommunications; and water and sanitation. The report illustrates how making these systems more

resilient can not only avoid expensive repairs but also minimize the consequences of natural disasters for livelihoods and human well-being. As an illustration, disruptions or outages of power, transport or communications affect productivity of companies and the jobs and income they provide, resulting in an impact on people's quality of life. Similarly, water outages can result in households being unable to prepare meals and can contribute to the spread of water-borne diseases.

The report argues that investments in resilient infrastructure provide a pathway for countries to achieve better health, education and livelihoods. World Bank Group President, David Malpass, elaborated that resilient infrastructure is not just about bridges, power plants and roads but “about unlocking economic opportunities for people” and for countries “to follow a safer, more secure, inclusive and prosperous future for all.” The World Bank's Senior Director, Climate Change, John Roome, stressed that investing in resilient infrastructure “is not about spending more, but about spending better.”

The report makes five recommendations to promote resilient infrastructure systems. *First*, it urges a focus on “getting the basics right,” underscoring the importance of tackling poor governance and management of infrastructure systems. *Second*, the report recommends building institutions for resilience, including by addressing wider political economy challenges and identifying critical infrastructure assets and systems. *Third*, the report suggests using regulations and financial incentives to account for the full social cost of infrastructure disruptions and encourage service providers to go beyond mandatory standards. *Fourth*, the report calls for improved decision making, and argues that access to better data, tools and skills can be “a **gamechanger** in building resilience.” *Finally*, the report stresses the importance of the “right kind of financing at the right time.” At the early stages of infrastructure design, small amounts of resources can support regulators while in the aftermath of a disaster, billions of dollars of investments may be needed for repair and recovery. The report concludes that business-as-usual would cost USD 1 trillion more, whereas the net benefit of building more resilient infrastructure in low to middleincome countries would be USD 4 in benefit for every USD 1 invested.

<https://sdg.iisd.org/news/world-bank-report-illustrates-benefits-of-resilient-infrastructure/>

### Task 3.

*Insert the following words in the gaps in the text below.*

*safety      drain      pipes      disaster      care      reliable      hazards*  
*local      benefits      resilience      road      frequency      poles      immediate      dependent*

You don't care about the size of the (a) \_\_\_\_\_ on the side of roads? About the type of joints used in water (b) \_\_\_\_\_? Or the type of electric (c) \_\_\_\_\_ in front of your home? You're not alone. These are not favorite topics for conversations. Still, the quality of infrastructure is in fact fundamental to ensuring our (d) \_\_\_\_\_ and prosperity.

Even where infrastructure services are usually (e) \_\_\_\_\_, they may collapse during a strong natural (f) \_\_\_\_\_. Japan is one of the countries that are best prepared to manage disasters but still its (g) \_\_\_\_\_ network lost 86 percent of its

capacity after the 1995 earthquake in Kobe, with (h)\_\_\_\_\_ implications for businesses, trade, and workers.

With climate change increasing the (i)\_\_\_\_\_ and intensity of natural disasters, and technological change making us ever more (j)\_\_\_\_\_ on infrastructure systems, the value of (k)\_\_\_\_\_ will only increase with time.

To capture these (l)\_\_\_\_\_, every country needs systems and policies to make sure infrastructure systems are well designed and consider natural (m)\_\_\_\_\_. and climate change. By investing in these systems, governments, (n)\_\_\_\_\_. authorities, and the international community can make infrastructure more resilient, so that you don't need to (o)\_\_\_\_\_ about it and can talk about something else.

#### Task 4.

*Many experts call on promoting innovation throughout the world. Read the text, translate all the vocabulary units in bold, and answer the following questions:*

- *What countries are global leaders in innovation?*
- *How is the Global Innovation Index (CII) calculated? What are the new parameters added to the GII?*
- *Why has China improved its position in the Innovation ranking recently?*
- *What are the main reasons that could slow growth in innovation, according to the report?*

#### **Index Shows US, China Make Gains in Technology Development**

July 27, 2019

A new report lists the United States among the five most **innovative** economies in the world. Switzerland was the top rated country on the list, known as the Global Innovation Index 2019. It is followed by Sweden, the U.S., the Netherlands and Britain.. The report notes, "Innovation is **blossoming** around the world," although concerns about an economic slowdown and trade disputes continue.

Researchers used 80 economic measures to arrive at the final ratings. These included traditional measures like investment in research and development, as well as the number of international **patents** and **trademarks** sought. More modern measures include the number of mobile phone **applications** and high-technology exports produced.

The researchers considered different industries within each economy. The new report also has a special area on medical innovation. It describes artificial intelligence (AI), **genomics** and mobile health applications as areas that will change the way health care is provided for rich and developing nations.

The report studied the amount of money that businesses spend on research and development and compared it to government spending. It found that, in 2017, governments increased research and development spending by about 5 percent while businesses increased spending by 6.7 percent. "Never in history have so many scientists worldwide labored at solving the most pressing global **challenges**," the report said.

On the list of 129 economies, China appears in 14<sup>th</sup> place, moving up from 17<sup>th</sup> place a year ago. The report praises China as a country "in the group of leading innovative nations." The reasons, the report said, included China being a top produc-

er of patents, industrial designs and trademarks. China also has many “high-tech exports and creative goods exports,” it added.

The United States rose from 6<sup>th</sup> place overall last year to 3<sup>rd</sup>. The index rated the U.S. first for the openness of its markets and **credit availability**. It also ranked highly in patents and spending growth.

Some countries’ innovations **outperformed** others for the size of their economies. Among the top outperformers were India, Vietnam, Kenya and Moldova. India is number 52 on the new list, and ranked as the most innovative economy in Central and South Asia. But many countries still do not have strong innovation in their economies. The bottom 10 countries in the index are Nicaragua, Madagascar, Zimbabwe, Benin, Zambia, Guinea, Togo, Niger, Burundi and Yemen.

The report identified two issues that could slow growth in innovation in health care and other industries. The first was slow spending on research and development by public organizations. The report said this was especially the case with high-**income** economies. It warned that because research and development drive technology, industries like health care could be affected.

The other issue was protectionism affecting the technology industry. The report said that efforts to place trade barriers hurting technology-intensive industries and limits to knowledge flows present risks to innovation around the world.

<https://learningenglish.voanews.com/a/index-shows-us-china-make-gains-in-technology-development/5015589.html>

### Task 5.

***a) Read the following citations about infrastructure, innovation and industrialization and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. Infrastructure is much more important than architecture. (*Rem Koolhaas*)
2. Innovation distinguishes between a leader and a follower. (*Steve Jobs*)
3. Innovation can only occur where you can breathe free. (*Joe Biden*)
4. The industrialization of China alone would increase by 90 percent the concentration of CO<sub>2</sub> in our atmosphere and would at least increase the atmospheric CO<sub>2</sub> by at least another 100 parts per million. (*John Olver*)
5. Education is the investment our generation makes in the future. (*Mitt Romney*)
6. Capitalism has shortfalls. It doesn’t necessarily take care of the poor, and it underfunds innovation, so we have to offset that. (*Bill Gates*)
7. Investing in vital infrastructure will help to build more sustainable, equitable economies. (*Winnie Byanyima*)

### Task 6.

***Search the Internet for an article in Russian (or your native language) on some current issue relating to industrialization, infrastructure or innovation. Render it in English, share it with class and be ready to discuss all the problems with your peers***





## SDG 10. REDUCING INEQUALITY – “Reduce inequality within and among countries”

### Task 1.

- a) *Read the information from the official site on Sustainable Development Goals on the current situation with inequality in the world and use the correct form of the verbs in brackets.*
- b) *Pick up the main facts about reducing inequality and then discuss in class the facts most relevant to Russia.*

The international community has made significant strides towards lifting people out of poverty. The most vulnerable nations – the least developed countries, the landlocked developing countries and the small island developing states – \_\_\_\_\_ (to continue) to make inroads into poverty reduction. However, inequality persists and large disparities \_\_\_\_\_ (to remain) regarding access to health and education services and other assets.

There is growing consensus that economic growth is not sufficient to reduce poverty if it is not inclusive and if it does not involve the three dimensions of sustainable development – economic, social and environmental. Fortunately, income inequality \_\_\_\_\_ (to reduce) both between and within countries. At the current time, the per capita income of 60 out of 94 countries with data \_\_\_\_\_ (to rise) more rapidly than the national average. There \_\_\_\_\_ (to be) some progress regarding creating favorable access conditions for exports from least developing countries as well.

To reduce inequality, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations. There needs to be an increase in duty-free treatment and continuation of favoring exports from developing countries, in addition to \_\_\_\_\_ (to increase) the share of developing countries' vote within the IMF. Finally, innovations in technology can help \_\_\_\_\_ (to reduce) the cost of transferring money for migrant workers.

<https://www.un.org/sustainabledevelopment/inequality/>

- c) *Look at the indicators provided by the UN for SDG 10. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: What are the major problems with inequality in the world now? Look at the indicators provided by the UN for SDG 10. Are they enough to ensure global equality? Find the Russian equivalents to the indicators.*

- Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the \_\_\_\_\_ (TOTALITY) population;
- Proportion of people living below 50 per cent of median income, by age, sex and persons with \_\_\_\_\_ (DISABLED);
- Proportion of the population reporting having \_\_\_\_\_ (PERSON) felt discriminated against or harassed within the previous 12 months on the basis



- of a ground of discrimination \_\_\_\_\_ (PROHIBITION) under international human rights law;
- Labour share of GDP, comprising wages and social \_\_\_\_\_ (PROTECT) transfers;
  - Financial Soundness \_\_\_\_\_ (INDICATE);
  - Recruitment cost borne by employee as a proportion of \_\_\_\_\_ (YEAR) income earned in country of destination;
  - Number of countries that have implemented well-managed \_\_\_\_\_ (MIGRATE) policies.

<https://sustainabledevelopment.un.org/sdg10>

**d) Study the vocabulary relating to inequality issues and use them in your own sentences.**

*international community* – международное сообщество

*vulnerable* – уязвимый

*landlocked countries* – страны, не имеющие выхода к морю

*disparities* – неравенство

*income inequality* – неравенство/дифференциация доходов

*per capita income* – доход на душу населения

*disadvantaged and marginalized populations* – обездоленные и маргинальные группы населения

*duty-free treatment* – беспошлинное обращение

*to favor exports (from developing countries)* – отдавать предпочтение в пользу экспорта (из развивающихся стран)

*cost of transferring money* – стоимость перевода денег

*global middle class* – глобальный средний класс

*ownership of capital* – владение капиталом

*national wealth* – национальное богатство

*to tackle inequality* – бороться с неравенством

*wealth-income ratio* – соотношение богатства и дохода

*net public wealth* – чистое общественное богатство

*wealth tax* – налог на имущество, налог на богатство

*income tax* – подоходный налог

*interest* – процент (банковский)

*former armed forces members* – бывшие военнослужащие

*single parents* – родители-одиночки

**Task 2.**

**a) SDG 10 aims at “reducing inequality within and among countries”. We have already discussed gender inequality (SDG 5), but what other types of inequality can you think of (e.g. international, global, social, economic, etc.)? Which of them can be found in Russia? Why?**

**b) Read some excerpts from The World Inequality Report 2018 (The World Inequality Report 2019, though completed, is not publicly available yet). Answer the questions below and discuss them in class:**

- *What are the new findings on global income inequality?*
- *Why does the evolution of private and public capital ownership matter for inequality?*
- *What is the future of global inequality and how should it be tackled?*

We show that income inequality has increased in nearly all world regions in recent decades, but at different speeds. Income inequality varies greatly across world regions. It is lowest in Europe and highest in the Middle East. The fact that inequality levels are so different among countries, even when countries share similar levels of development, highlights the important roles that national policies and institutions play in shaping inequality.

How has inequality evolved in recent decades among global citizens? We provide the first estimates of how the growth in global income since 1980 has been distributed across the totality of the world population. The global top 1% earners has captured twice as much of that growth as the 50% poorest individuals. The bottom 50% has nevertheless enjoyed important growth rates. The global middle class (which contains all of the poorest 90% income groups in the EU and the United States) has been squeezed.

At the global level, inequality has risen sharply since 1980, despite strong growth in China.

Economic inequality is largely driven by the unequal ownership of capital, which can be either privately or public owned. We show that since 1980, very large transfers of public to private wealth occurred in nearly all countries, whether rich or emerging. While national wealth has substantially increased, public wealth is now negative or close to zero in rich countries. Arguably this limits the ability of governments to tackle inequality; certainly, it has important implications for wealth inequality among individuals.

The combination of large privatizations and increasing income inequality within countries has fueled the rise of wealth inequality among individuals. In Russia and the United States, the rise in wealth inequality has been extreme, whereas in Europe it has been more moderate. Wealth inequality has not yet returned to its extremely high early-twentieth-century level in rich countries.

We project income and wealth inequality up to 2050 under different scenarios. In a future in which “business as usual” continues, global inequality will further increase. Alternatively, if in the coming decades all countries follow the moderate inequality trajectory of Europe over the past decades, global income inequality can be reduced – in which case there can also be substantial progress in eradicating global poverty.

Tax progressivity is a proven tool to combat rising income and wealth inequality at the top. But a global financial register recording the ownership of financial assets would deal severe blows to tax evasion, money laundering, and rising inequality.

More equal access to education and well-paying jobs is key to addressing the stagnating or sluggish income growth rates of the poorest half of the population.

Governments need to invest in the future to address current income and wealth inequality levels, and to prevent further increases in them.

<https://wir2018.wid.world/>

### Task 3.

*Insert the following words in the gaps in the text below.*

*transition          inflation          inequality          investments          flight*  
*history          top          income          redistribution          shares          incomes*

Russia's (a)\_\_\_\_\_ from a communist to a capitalist economic model after 1989 brought about a large divergence in the income (b)\_\_\_\_\_ and growth rates of different income groups. The share of national (c)\_\_\_\_\_ attributable to the bottom 50% has fallen from 30% in 1989 to less than 20% today, while the share of the (d)\_\_\_\_\_ 1% has rocketed upwards from around 25% to over 45% of national income.

Russia's rapid and chaotic "shock therapy" of privatization, capital (e)\_\_\_\_\_, and the rise of offshore wealth, along with high (f)\_\_\_\_\_ and a new market environment, have contributed to the rise of top Russian (g)\_\_\_\_\_ since 1989.

Today's (h)\_\_\_\_\_ levels are comparable, and somewhat higher, than those observed during the tsarist period. The Russian Revolution led to a significant (i)\_\_\_\_\_ of income, with the top 1% share of national income falling from 18% in 1905 to less than 4% in 1928.

The most equitable distribution of income in Russia's recent (j)\_\_\_\_\_ followed the introduction of comparatively liberal de-Stalinization policies from 1958 onwards, with large (k)\_\_\_\_\_ in education and infrastructure.

### Task 4.

*Read the text, translate all the vocabulary units in bold, and answer the following questions:*

- *What does the study reveal about the general attitude of Americans to a wealth tax?*
- *How different are the positions of the Democrats and the Republicans on the issue?*
- *How has the general attitude to the wealth tax changed over the recent years and why?*
- *What is the difference between a wealth tax and an income tax?*
- *What is the money to be collected through increased wealth tax payments supposed to be spent on?*
- *What is your opinion on a wealth tax? Do you think it is effective in Russia? Why?*

#### **Study: Majority of Americans Support Wealth Tax on Very Rich**

January 19, 2020

The idea of setting up a **wealth tax** to target the richest Americans has created a lot of debate in the United States. President Donald Trump calls it socialism. But Senators Elizabeth Warren and Bernie Sanders have expressed support for the idea. Both senators are seeking the Democratic Party's presidential nomination.

And many Americans seem to agree with calls for a wealth tax. A new survey found that nearly two-thirds of those questioned said the very rich should pay more.

Researchers questioned over 4,400 people. Nearly 64 percent agreed with the statement that “the very rich should contribute an extra share of their total wealth each year to support public programs.”

Support for the idea among people who identified themselves as Democrats was strong, at 77 percent. A majority of those allied with Trump’s Republican Party, 53 percent, also agreed with the idea.

A wealth tax is based on how much money an individual has as well as **shares** of stock, **bonds** and other investments, including land. It is separate from an **income tax**, which taxes wages, as well as interest and dividends from investments.

In the Reuters/Ipsos **poll**, people were asked if “the very rich should be allowed to keep the money they have, even if that means increasing inequality.” More than half of those questioned, 54 percent of people, disagreed with that statement.

“Rich people have a right to (spend) their money...on worldwide cruises or whatever,” said Esin Zimmerman of Madison, Minnesota. She is a lifelong member of the Republican party who wants higher taxes for the wealthy. “That money could be used in other ways that help people,” she noted. Zimmerman said she would support a wealth tax that would help pay for government programs for former armed forces members, or help single parents with young children.

The poll results may show how the economic changes of the past 20 years, from globalization to the financial crisis, have shaped ideas about economic policy. Another poll showed that worries about the rich paying too little decreased through the 1990s and early 2000s when the country was doing well economically.

But since the crisis years of 2007 to 2009, worries about uncontrolled wealth have risen from 55 percent to more than 60 percent.

The Reuters/Ipsos poll results show there may be an even stronger support for a yearly tax on total wealth, not just income. Senators Warren and Sanders have spoken up for the idea as a way to help pay for large social programs. They also believe it is a way to end the continued rise in the amount of wealth held by the richest Americans. The poll also points to changing ideas about “keeping what you earn.”

That idea got a lot of criticism. About 35 percent of Republicans disagreed with the statement, as did 71 percent of Democrats. About 56 percent of Republicans agreed that the very rich should keep what they earn without considering inequality.

Reporters working for Reuters contacted some of the Republicans who answered questions. They said they did not think a wealth tax conflicted with their party beliefs or their support for President Trump.

Kathy Herron is a Republican who lives in Santa Rosa, California. She said she supports Trump for his policies on illegal immigration. She believes he should support higher taxes on rich Americans. “We are taxed from one end to the other, and it just seems the rich don’t pay their share,” she said.

*<https://learningenglish.voanews.com/a/study-majority-of-americans-support-wealth-tax-on-very-rich/5240677.html>*

### **Task 5.**

***a) Read the following citations about inequality and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. Mind, it's not income levels but differences in mental equipment that keep people apart, breed feeling of inferiority. (*Jacquetta Hawkes*)
2. Better that some should be unhappy than that none should be happy, which would be the case in a general state of equality. (*Samuel Johnson*)
3. The worst form of inequality is to try to make unequal things equal. (*Aristotle*)
4. As long as inequality and other social problems plague us, populists will try to exploit them. (*Kofi Annan*)
5. Inequality is a terrible waste of time, a waste of people's resources. (*Jeremy Corbyn*)
6. Inequality can have a bad downside, but equality, for its part, sure does get in the way of coordination. (*Mary Douglas*)
7. It is a wise man who said that there is no greater inequality than the equal treatment of unequals. (*Felix Frankfurter*)
8. The triumph of economic liberalization has coincided with a sharp increase in income inequality. (*Chrystia Freeland*)

### **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to various forms of inequality (racial, income, political, treatment, age, etc.). Render it in English, share it with class and be ready to discuss all the problems with your peers***



## **SDG 11. SUSTAINABLE CITIES AND COMMUNITIES –** “Make cities and human settlements inclusive, safe, resilient and sustainable”

### **Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with cities in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about sustainable cities and then discuss in class the facts most relevant to Russia.**

Cities are hubs for ideas, commerce, culture, science, productivity, social development and much more. At their best, cities have enabled people \_\_\_\_\_ (to advance) socially and economically. With the number of people \_\_\_\_\_ (to live) within cities projected to rise to 5 billion people by 2030, it's important that efficient urban planning and management practices are in place to deal with the challenges brought by urbanization.

Many challenges exist to maintaining cities in a way that continues to create jobs and prosperity without \_\_\_\_\_ (to strain) land and resources. Common urban challenges include congestion, lack of funds to provide basic services, a shortage of adequate housing, declining infrastructure and rising air pollution within cities.

Rapid urbanization challenges, such as the safe removal and management of solid waste within cities, can \_\_\_\_\_ (to overcome) in ways that allow them to continue to thrive and grow, while \_\_\_\_\_ (to improve) resource use and reducing pollution and poverty. One such example is an increase in municipal waste collection. There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

<https://www.un.org/sustainabledevelopment/cities/>

**c) Look at the indicators provided by the UN for SDG 11. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: What are major problems with urban life in the world now? Are they enough to ensure safe and sustainable cities? Find the Russian equivalents to the indicators.**

- Proportion of urban population living in slums, informal \_\_\_\_\_ (SETTLE) or inadequate housing;
- Proportion of population that has \_\_\_\_\_ (CONVENIENCE) access to public transport, by sex, age and persons with disabilities;
- Ratio of land \_\_\_\_\_ (CONSUME) rate to population growth rate;
- Proportion of cities with a direct \_\_\_\_\_ (PARTICIPATE) structure of civil society in urban planning and management that operate regularly and democratically;
- Total expenditure (public and private) per capita spent on the \_\_\_\_\_ (PRE-SERVE), protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed and World Heritage Centre designation), level of government (national, regional and local/municipal), type of expenditure (operating

- expenditure/investment) and type of private funding (\_\_\_\_\_ (DONATE) in kind, private non-profit sector and sponsorship);
- Number of deaths, missing persons and persons affected by disaster per 100,000 people;
  - Direct disaster \_\_\_\_\_ (ECONOMY) loss in relation to global GDP, including disaster damage to critical infrastructure and \_\_\_\_\_ (DISRUPT) of basic services;
  - Proportion of urban solid waste \_\_\_\_\_ (REGULAR) collected and with adequate final discharge out of total urban solid waste generated, by cities;
  - Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted);
  - Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities;
  - Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of \_\_\_\_\_ (OCCUR), in the previous 12 months.

<https://sustainabledevelopment.un.org/sdg11>

***d) Study the vocabulary relating to sustainable cities issues and use them in your own sentences.***

*urban planning* – городское планирование

*urban challenges* – городские проблемы

*congestion* – перегруженность

*adequate housing* – адекватное жилье

*declining infrastructure* – приходящая в негодность инфраструктура

*management of solid waste* – управление твердыми отходами

*municipal waste collection* – сбор бытовых отходов

*slums* – трущобы

*informal settlements* – неформальные поселения

*access to public transport* – доступ к общественному транспорту

*land consumption rate* – норма землепользования

*population growth rate* – темпы роста населения

*total expenditure per capita* – общие расходы на душу населения

*preservation, protection, conservation of cultural and natural heritage* – сохранение, защита, консервация культурного и природного наследия

*operating expenditures* – операционные расходы

*donations in kind* – пожертвования в натуральной форме

*direct disaster economic loss* – прямой экономический ущерб от стихийного бедствия

*disaster damage* – ущерб от бедствий

*disruption of basic services* – прерывание в оказании основных (базовых) услуг

*total urban solid waste generated* – общий объем произведенных городских твердых отходов

*fine particulate matter* – мелкие частицы

*population weighted* – взвешенный по населению

*built-up area of cities* – застроенная площадь городов

*open space for public use* – открытое пространство для общественного пользования  
*persons with disabilities* – люди с ограниченными возможностями  
*(wheelchair) ramp* – пандус  
*kneeling bus* – автобус, оборудованный пандусом  
*victim of physical or sexual harassment* – жертва физического или сексуального домогательства  
*crime rate* – уровень преступности  
*urban beautification* – благоустройство города  
*New Urban Agenda* – Новая городская повестка  
*built environment* - искусственная среда  
*stretched urban resources* – ресурсы города, используемые на пределе возможностей

## Task 2.

**a) *SDG 11 aims at “making cities and human settlements inclusive, safe, resilient and sustainable”. What do you understand by inclusive and resilient? Can Russian cities (for instance, your city, town) be characterized as inclusive, safe, resilient and sustainable? Why?***

**b) *Read the text about modern cities and answer the following questions:***

- *What was the purpose of establishing World Cities Day? Do you think it really can help make our cities a better place to live in?*
- *What were the sub-themes of World Cities Days 2014-2019? Can you guess what issues were the main events focused on?*
- *What other aspects of urban life can you propose as sub-themes for future years?*

### **Building Sustainable and Resilient Cities**

30 October 2018

The United Nations General Assembly has designated the 31<sup>st</sup> of October as World Cities Day, by its resolution 68/239. The Day is expected to greatly promote the international community's interest in global urbanization, push forward cooperation among countries in meeting opportunities and addressing challenges of urbanization, and contributing to sustainable urban development around the world.

The general theme of World Cities Day is Better City, Better Life, while each year a different sub-theme is selected, to either promote successes of urbanization, or address specific challenges resulting from urbanization.

The first global celebration of the World Cities Day was in Shanghai, China on 31 October 2014, under the sub-theme *Leading Urban Transformations*. In 2015 it was celebrated under the sub-theme *Designed to Live Together* in Milan, Italy; in 2016 *Inclusive Cities, Shared Development* in Quito, Ecuador; in 2017 – *Innovative Governance, Open Cities* in Guangzhou, China. In 2018, the UN selected the theme *Building Sustainable and Resilient Cities*; because cities need support to become resilient and develop their capacity to absorb the impact of hazards, protect and preserve human life and limit damage to and destruction of public and private assets while continuing to provide infrastructure and services after a crisis. The main event was cele-



brated in Liverpool, UK. The sub-theme for the World Cities Day 2019 was *Changing the World: Innovations and Better Life for Future Generations* (Ekaterinburg, Russia), with the main focus on galvanizing discussions at all levels of government and relevant stakeholders on how to implement concrete initiatives to improve urban governance in the context of the implementation of the New Urban Agenda, as well as the achievement of the Sustainable Development Goals.

According to the World Bank, today's urban population of about 3.5 billion people is projected to reach 5 billion by 2030, with two-thirds of the global population living in cities. City leaders must move quickly to plan for growth. The speed and scale of urbanization brings challenges for all family members such as children, parents, youth, persons with disabilities and older persons. The capacity to tackle challenges is essential to assure a safe growth of all family members that live in the city. Some suggested relevant areas for it should promote affordable housing; well-connected transport systems; meeting accelerated demand for infrastructure and built environment; ratio of the available land, urban development focused in nucleus family needs, urban growth designed for persons with disabilities, respect and social inclusion; access to community support and health services; communication and information; as well as civil participation; jobs and opportunities, particularly for the nearly 1 billion urban poor who live in informal settlements.

<https://www.un.org/development/desa/family/2018/10/30/inclusive-and-resilient-cities-for-sustainable-families/>

### Task 3.

*Insert the following words in the gaps in the text below.*

<b>cosmopolitan</b>	<b>pollution</b>	<b>congestion</b>	<b>to breed crime</b>
<b>metropolis</b>	<b>urban</b>	<b>cost of living</b>	<b>irresistible lure</b>
<b>stimulation</b>	<b>commuter</b>	<b>city-dwellers</b>	<b>anonymity</b>

Most people in developed countries are (a) \_\_\_\_, many drawn by the (b) \_\_\_\_\_ of the (c) \_\_\_\_\_. The attractions of the city are many: the (d) \_\_\_\_\_ atmosphere (foreign restaurants, different languages, international companies), the (e) \_\_\_\_\_ of cultural events or the simple hope of finding work. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the (f) \_\_\_\_\_ which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The (g) \_\_\_\_\_ is high. There is (h) \_\_\_\_\_ not only of the physical but also of the moral environment and the various pressures of (i) \_\_\_\_\_ life cause cities (j) \_\_\_\_\_. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many a (k) \_\_\_\_\_ struggling to work through the rush hour (l) \_\_\_\_\_ asks, "Is it worth it?"

### Task 5.

*a) What are the typical problems of large cities at present? Are any of these problems to be found in your town or a town you know well? Could you suggest any solution to these problems?*

**b) Do you know what “a smart city” is? Try to think of its main features, working with a peer.**

**c) Read the text, pick up the main points and discuss them with peers. Explain all the words in bold in English.**

### Creating Tomorrow's Urban Landscape

2 September 2015

*Traffic jams, pollution, derelict areas, these are problems that many cities face. And rising urban populations mean these problems may soon get a great deal worse. The move toward smarter cities is one way to help urban areas grow and become better places to live at the same time.*

Our cities and the way we work are changing. A future of smart cities will not only affect our working practices, but it will probably change the way we think. Here, we look at some of the ways in which cities are changing today, and how standards can help create tomorrow's urban landscape.

Science fiction loves scaring people with gloomy visions of a dystopian future. Filmmakers this past year seemed especially fond of depicting future catastrophes. And nothing excites a filmmaker's fertile imagination more than painting the cities of the future in images evocative of early Dutch painter Hieronymus Bosch. It's hard to find any artist with an optimistic view of the future these days.

Though the term has become increasingly familiar, the definition of a “**smart city**” remains controversial. While the overall goal is generally perceived to be an ideal fusion of sustainability with advanced technology, there is confusion about where the term “smart” fits alongside “sustainable” and “resilient”.

Many vital spheres are included in any **laundry list** of what a smart city should address to improve economic development and the quality of life of its residents. User-friendly transportation and smoothly running road networks, energy efficiency, pollution-free air, clean water and efficient waste management, an environmentally sensitive setting, and effective measures taken to protect the safety and security of its citizens.

Above and beyond these practicalities, ideals of social equality and community harmony may also be aspirations for good urban living. These factors are **part and parcel** of the goal of making the lives of people living in those cities more productive and more agreeable.

An up-to-date infrastructure is essential to realizing all these objectives, and calls for the implementation of **state-of-the-art** information and communication technology (ICT). The proverbial “smart city” will therefore have optimal ICT embedded in both public and private sectors to improve professional and private lives.

But ICT must be a servant. Too often, ICT is seen as the **be-all** and **end-all** of smart cities, which only contributes to alienating other sectors and causing them to **disengage** from the conversation.

We are witnessing the largest wave of urban growth in history. Most of the world's poor live in rural areas. Through migration – both voluntary and refugee – the rural

poor are among the main contributors to the rapid increase in urban populations observed in most developing countries.

More than half of the world's population now lives in towns and cities, and by 2030, this number will swell to about five billion. Much of this urbanization will unfold in Africa and Asia, bringing potentially cataclysmic social, economic and environmental **upheavals**. Poor migrants face intractable difficulties: unemployment and general insecurity among underprivileged urban inhabitants can lead to devastating increases in crime and civil unrest.

Young people also abandon rural communities in both developing and developed countries, leaving home **in droves** to seek employment, greater opportunities and sometimes **sanctuary** in the world's towns and cities. And the needs of an ageing population, notably health care and mobility, also must be **factored in**. But this exponential growth, these new considerations, place an enormous burden on already **stretched urban resources**, adding to the pressures to which "smart cities" need to respond.

As migration to cities grows exponentially, the Smart Cities Council (SCC) can help cities get onto (or back to) the right track, assisting them in coping with the needs of an ever-expanding population base.

Smart systems must be integrated into sustainable development approaches including, for example, good governance, security, financial efficiency, effective management of energy and resources, environmental preservation, and climate change mitigation and resilience, among others. By the way, Stockholm is among the models of smart city success.

Mary Ritchie, <https://www.iso.org/news/2015/09/Ref1996.html>

### Task 6.

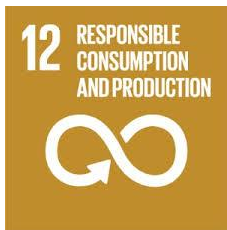
*a) Read the following citations about cities and comment on each. Which one do you agree with most? Why?*

*b) Choose one citation from the above and write a 250-word essay on it.*

1. [A city is] torture. (*Lord Byron*)
2. [A city is] the first requisite to happiness. (*Euripides*)
3. [A city is] any place where men have built a jail, a bagnio, gallows, a morgue, a church, a hospital, a saloon, and laid out a cemetery – hence, a center of life. (*Elbert Hubbard*)
4. [A city is] the sink of the human race. (*Jean-Jacques Rousseau*)
5. Any city [...] is [...] divided into two, one the city of the poor, the other of the rich; these are at war with one another. (*Plato*)
6. A Smart City cannot be imagined without proper recycling. (*Rajnath Singh*)

### Task 7.

*Search the Internet for an article in Russian (or your native language) on some current issue relating to sustainable cities. Render it in English, share it with class and be ready to discuss all the problems with your peers*



## **SDG 12. RESPONSIBLE CONSUMPTION AND PRODUCTION –** “Ensure sustainable consumption and production patterns”

### **Task 1.**

- a) *Read the information from the official site on Sustainable Development Goals on the current situation with sustainable consumption and production and use the correct form of the verbs in brackets.***
- b) *Pick up the main facts about sustainable consumption and production and then discuss in class the facts most relevant to Russia.***

Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and \_\_\_\_\_ (*to provide*) access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.

At the current time, material consumption of natural resources \_\_\_\_\_ (*to increase*), particularly within Eastern Asia. Countries also \_\_\_\_\_ (*to continue*) to address challenges regarding air, water and soil pollution.

Since sustainable consumption and production aims at “\_\_\_\_\_ (*to do*) more and better with less,” net welfare gains from economic activities can increase by reducing resource use, degradation and pollution along the whole life cycle, while increasing quality of life. There also needs to be significant focus on operating on supply chain, involving everyone from producer to final consumer. This includes educating consumers on sustainable consumption and lifestyles, \_\_\_\_\_ (*to provide*) them with adequate information through standards and labels and engaging in sustainable public procurement, among others.

<https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

- c) *Look at the indicators provided by the UN for SDG 12. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: What are the major problems with sustainable consumption and production in the world now? Find the Russian equivalents to the indicators.***

- Number of countries with \_\_\_\_\_ (SUSTAIN) consumption and production (SCP) national action plans or SCP mainstreamed as a priority or a target into national policies;
- Material footprint, material footprint per capita, and material footprint per GDP;
- Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP;
- Global food \_\_\_\_\_ (LOSE) index;
- Number of parties to international multilateral environmental \_\_\_\_\_ (AGREE) on hazardous waste, and other chemicals that meet their commitments and obligations in transmitting information as required by each relevant agreement;

- Hazardous waste generated per capita and proportion of hazardous waste treated, by type of \_\_\_\_\_ (TREAT);
- National recycling rate, tons of material recycled;
- Number of companies \_\_\_\_\_ (PUBLISH) sustainability reports;
- Number of countries implementing sustainable public \_\_\_\_\_ (PROCURE) policies and action plans;
- Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student \_\_\_\_\_ (ASSESS).

<https://sustainabledevelopment.un.org/sdg12>

***d) Study the vocabulary relating to responsible consumption and production issues and use them in your own sentences.***

*sustainable consumption* – устойчивое потребление

*sustainable production* – устойчивое производство

*green jobs* – зеленые рабочие места

*decent jobs* – достойные рабочие места

*competitiveness* – конкурентоспособность

*material consumption* – потребление продукта в материальной форме

*net welfare gains* – чистый прирост благосостояния

*to operate on supply chain* – работать в цепочке поставок

*final consumer* – конечный потребитель

*sustainable public procurement* – устойчивые государственные закупки

*national action plans* – национальные планы действий

*material footprint per capita* – воздействие человека на природную среду в процессе его материальной деятельности на душу населения

*global food loss index* – глобальный индекс потерь продовольствия

*multilateral environmental agreements* – многосторонние природоохранные соглашения

*hazardous waste* – опасные отходы

*hazardous waste generated per capita* – опасные отходы на душу населения

*hazardous waste treated* – обработанные опасные отходы

*by type of treatment* – по типу обработки

*recycling rate* – степень переработки

*sustainability report* – отчет об устойчивом развитии

*curriculum (curricula)* – учебный план (учебные планы)

## **Task 2.**

***a) SDG 12 aims at “ensuring sustainable consumption and production patterns”. What do you understand by “sustainable consumption and production”? Is this a problem in Russia? Why? Are you a sustainable consumer? Why?***

***b) Read the information about the history of the sustainable consumption and production movement, study the Figure below and prepare to discuss in class the main aspects of this concept.***

In 1972, the UN Conference on the Human Environment stated: “In our time, man’s capability to transform his surroundings, if used wisely, can bring to all peoples the benefit of development and the opportunity to enhance the quality of life. Wrongly or heedlessly applied, the same power can do incalculable harm to human beings and human environment.” This was how the sustainable consumption and production movement started.

Since then, a number of important milestones have taken place with regards to Sustainable Consumption and Production.

**1972: *Limits to Growth*:** “To achieve this change would mean that the globe’s people establish their status, derive satisfaction, and challenge themselves with goals other than ever-increasing production and ever-accumulating..”

**1987: *UN World Commission on Environment and Development*:** “Perceived needs are socially and culturally determined, and sustainable development requires the promotion of values that encourage consumption standards that are within the bounds of the ecologically possible and to which all can reasonably aspire.”

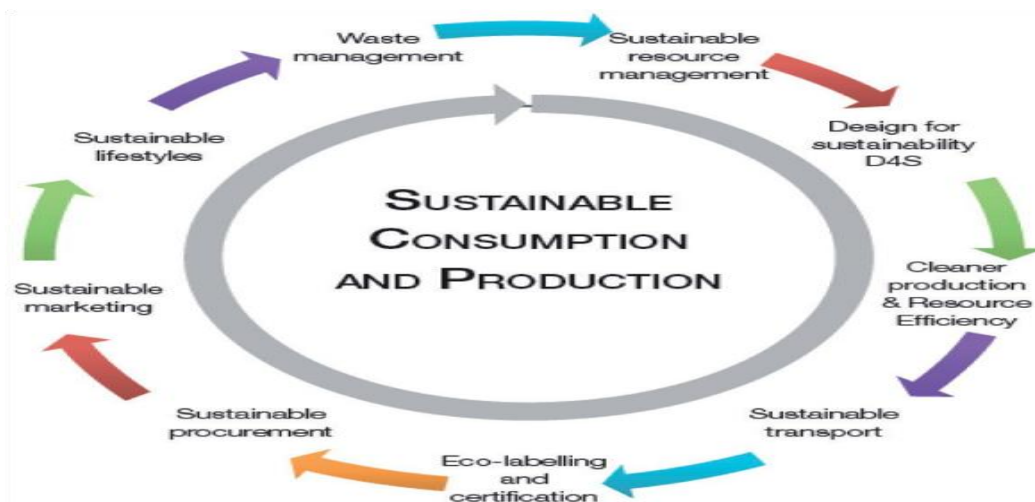
**1992: *UN Conference on Environment and Development*:** “The major cause of the continued deterioration of the global environment is the unsustainable pattern of consumption and production, particularly in industrialized countries...”

**2002: *World Summit on Sustainable Development*:** “Encourage and promote the development of a framework ... in support of regional and national initiatives to accelerate the shift towards sustainable consumption and production.”

**2003: *Launch of the Marrakech Process on Sustainable Consumption and Production*:** “A coalition of willing countries working to promote sustainable consumption and production, especially through policy guidelines and in emerging economies.”

**2012: *UN Conference on Sustainable Development*:** “After nearly a decade of moving ahead without formal agreement by all UN countries, the Marrakech Process 10-Year Framework of Programmes (10YFP) is adopted as one of the few successes of a controversial Rio+20 Summit.”

**2015: *Sustainable Development Goals (SDGs) adopted*:** “Goal 12 calls to “ensure sustainable consumption and production.”



Source: <https://profesus.eu/sustainable-development/sustainable-consumption-and-production/>

### Task 3.

*Insert the following words in the gaps in the sentences below.*

**sustainable**      **growth**      **urgent**      **ecosystems**      **driving**  
**inclusive**      **awareness**      **pattern**      **endangered**      **exist**  
**growth**      **shorelines**

Strong economic (a)\_\_\_\_\_ in Asia has lifted millions of people out of poor economic conditions. But some environmental activists say it has also hurt the area's environment.

Asia produces about 40 percent of global economic activity and two thirds of global (b)\_\_\_\_\_. About 60 percent of the world's population lives in Asia.

Asia's economic development has hurt its environment. Experts say more than 1,400 plants and animals in the area are critically (c)\_\_\_\_\_. In other words, they could soon no longer (d)\_\_\_\_\_. About 95 per cent of Southeast Asia's coral reefs are at risk. And, wetlands that once covered tens of thousands of kilometers of (e)\_\_\_\_\_ are disappearing faster in Asia than anywhere else in the world.

Zhang Xinsheng is president of the International Union for Conservation of Nature. He says the planet's (f)\_\_\_\_\_ are stressed and need new efforts by governments to limit losses.

"Can we (be) (g)\_\_\_\_\_ with this production pattern? Can we sustain with this consumption? So now it needs political will; it needs general (h)\_\_\_\_\_, but it needs also (a) change of values. We must review, we must reflect, we have to change the production (i)\_\_\_\_\_, we have to change the consumption model, we have to build (j)\_\_\_\_\_ societies."

Yeshey Dorji is the Minister for Agriculture and Forests in Bhutan says, "It's mainly the people going for short-term economic gains. I think that is the biggest challenge for conservation, like poaching, illegal trade – this is for short-term economic gains which are actually the main (k)\_\_\_\_\_ driving force."

Officials with the International Union for Conservation of Nature say 2015 is a turning point for Asia. The Asia Regional director of the IUCN, Aban Marker Kabraji, says an (l)\_\_\_\_\_ effort is needed.

<https://learningenglish.voanews.com/a/economic-growth-in-asia-threatens-environment/2922900.html>

### Task 4.

*Read two texts about sustainable consumption and production in the fashion industry and prepare to comment on the measures taken. Think of other industries (catering, food processing, agriculture, steel making, etc.) in terms of sustainable production and share your ideas in class. Explain the words in bold English and answer the following questions:*

- *How wasteful is the fashion industry?*
- *What does "sustainable" mean in fashion? Do you know any sustainable production patterns used by modern designers? Search the Internet for some examples? Would you agree to wear clothes made in such ways?*

- *Can consumers influence the sustainable production?*
- *What is a sustainability promise by Zara? What do you think about it?*
- *What is the Fashion Industry Charter for Climate Action about?*
- *What does a responsibility plan by producers of fabrics imply?*

### **Growing Movement Shows Climate Cost of Fashion**

January 26, 2020

Have you ever wondered how much of the planet's resources it takes to make one piece of clothing? Experts have the answer to that and other questions.

"So for example it would take 13 years to drink the water that is used to make one pair of jeans and one t-shirt," said Fee Gilfeather, a sustainability expert at the nonprofit organization OXFAM.

As it relates to climate and the environment, the term "sustainable" means using methods that do not destroy or overuse natural resources. The sustainable production of clothing is now a major subject of discussion in many parts of the world. The fashion industry is one of the world's largest polluters.

The industry is the second-largest user of water. It is responsible for 8 to 10 percent of the world's carbon emissions. That is more than all international flights and ocean-going transport combined, notes the United Nations Environment Program.

Harmful chemicals, transport of goods and plastic packaging that cannot break down add to the environmental cost. The combined effects have made consumers want to know where and how their clothes are produced. They are urging the industry to use methods that are less harmful to the environment.

Some manufacturers and clothing sellers have found inventive solutions.

In December 2018, the fashion industry launched the Fashion Industry Charter for Climate Action. The launch took place at COP24, the international climate conference in Katowice, Poland. It was an agreement between clothing companies, retailers, suppliers and a major shipping company to **collectively take action**. The nonprofit organization WWF International is also a member of the agreement.

The charter recognizes fashion as a major cause of greenhouse gases, with many possibilities for lowering emissions. It hopes to reach zero emissions by 2050. And it notes a number of issues, including low-carbon transport of clothing and choosing sustainable clothing materials.

The Environmental Audit Committee (EAC), a group of Parliament members in Britain whose job is to examine the environmental effects of the nation's governmental departments found in 2019 that Britain buys more clothes than any other country in Europe, throwing away 1 million tones each year. It said fashion retailers should take responsibility for the clothes they sell. The committee demanded a responsibility plan by producers of fabrics. The plan would add a small amount to the cost of each item, raising money for recycling centers to avoid polluting lands with wasted clothing.

The organization's co-founder, Orsola De Castro, said, "That set us back 20 years at the very, very least. It is **inexcusable** and frankly, **unforgivable**."



The fashion industry is facing other problems. It has been accused of unethical labor practices. Things have begun to improve in recent years, however. The decisive moment was the 2013 building collapse in Dhaka, Bangladesh, which killed 1,134 factory workers.

DeCastro does not believe big, effective changes have come to the fashion industry yet. But she says there is a “massive difference” in public awareness.

<https://learningenglish.voanews.com/a/growing-movement-shows-climate-cost-of-fashion-/5248336.html>

### **Task 5.**

***a) Read the following citations about sustainability in the economy and comment on each. Which one do you agree with most? Why?***

***b) Choose one citation from the above and write a 250-word essay on it.***

1. The more you live it, the more sustainable your business approach becomes. (Satya Nadella)

2. Permissible growth in the future has to be based on sustainable and equitable models. (Paul Polman)

3. More and more businesses are seeing the potential of a more sustainable business model, driven both by the firm belief that business can be a force for good and by the realization that the cost of inaction often exceeds the cost of action – notably when it comes to the growing threat of climate change and water scarcity. (Paul Polman)

4. My job is to make desirable, luxurious, beautiful clothing and accessories women want to buy. My first decision is always based on, ‘Can I do this in a more sustainable way without sacrificing design?’ If I can, then there is no reason not to. (Stella McCartney)

5. We need a national focus on increasing the sustainable growth rate of our economy. (Jerome Powell)

6. Securing a sustainable future will take all of us working together. (Sharan Burrow)

7. Fashion is a logical place to start to raise awareness for sustainable causes. (Jochen Zeitz)

### **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to sustainable consumption and production. Render it in English, share it with class and be ready to discuss all the problems with your peers***



## SDG 13. CLIMATE ACTION – “Take urgent action to combat climate change and its impacts”

### Task 1.

*a) Read the information from the official site on Sustainable Development Goals on the current situation with climate change in the world and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about climate change and then discuss in class the facts most relevant to Russia.*

Climate change \_\_\_\_\_ now (*to affect*) every country on every continent. It is disrupting national economies and affecting lives, costing people, communities and countries dearly today and even more tomorrow. Weather patterns \_\_\_\_\_ (*to change*), sea levels \_\_\_\_\_ (*to rise*), weather events are becoming more extreme and greenhouse gas emissions are now at their highest levels in history. Without action, the world's average surface temperature is likely to surpass 3 degrees centigrade this century. The poorest and most vulnerable people \_\_\_\_\_ (*to affect*) the most.

Affordable, scalable solutions are now available to enable countries to leapfrog to cleaner, more resilient economies. The pace of change \_\_\_\_\_ (*to quicken*) as more people \_\_\_\_\_ (*to turn*) to renewable energy and a range of other measures that will reduce emissions and increase adaptation efforts. Climate change, however, is a global challenge that \_\_\_\_\_ (*not to respect*) national borders. It is an issue that requires solutions that need to be coordinated at the international level to help developing countries move toward a low-carbon economy.

To strengthen the global response to the threat of climate change, countries adopted the Paris Agreement at the COP21 in Paris, which \_\_\_\_\_ (*to go*) into force in November of 2016. In the agreement, all countries agreed to work to limit global temperature rise to well below 2 degrees centigrade. As of April 2018, 175 parties \_\_\_\_\_ (*to ratify*) the Paris Agreement and 10 developing countries had submitted their first iteration of their national adaptation plans for responding to climate change.

<https://www.un.org/sustainabledevelopment/climate-change/>

*c) Look at the indicators provided by the UN for SDG 13. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: What are the major problems with climate change in the world now? Find the Russian equivalents to the indicators.*

- Proportion of local governments that adopt and implement local disaster risk \_\_\_\_\_ (REDUCE) strategies in line with national disaster risk reduction strategies;
- Number of deaths, missing persons and persons affected by disaster per 100,000 people;
- Number of countries with \_\_\_\_\_ (NATION) and local disaster risk reduction strategies;

- Number of countries that have communicated the \_\_\_\_\_ (ESTABLISH) or operationalization of an integrated policy/strategy/plan which increases their ability to adapt to the adverse impacts of climate change, and foster climate \_\_\_\_\_ (RESILIENT) and low greenhouse gas emissions development in a manner that does not threaten food production;
- Number of countries that have integrated \_\_\_\_\_ (MITIGATE), adaptation, impact reduction and early \_\_\_\_\_ (WARN) into primary, secondary and tertiary curricula;
- Number of countries that have communicated the \_\_\_\_\_ (STRONG) of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions.

<https://sustainabledevelopment.un.org/sdg13>

***d) Study the vocabulary relating to climate change issues and use them in your own sentences.***

*climate change* – изменение климата

*weather patterns* – погодные условия

*sea level* – уровень моря

*greenhouse gas emissions* – выбросы парниковых газов

*average surface temperature* – средняя температура поверхности

*resilient economy* – устойчивая экономика

*adaptation efforts* – усилия по адаптации

*low-carbon economy* – низкоуглеродистая экономика

*Paris Agreement* – Парижское соглашение

*disaster risk reduction strategies* – стратегии снижения риска бедствий

*adverse impacts of climate change* – неблагоприятные последствия изменения климата

*to foster climate resilience* – способствовать устойчивости к изменению климата

## **Task 2.**

***a) SDG 13 aims at “taking urgent action to combat climate change and its impacts”. What do you understand by “urgent action”? Can you think of any recent examples of such urgent actions in Russia or other countries?***

***b) Read the text and say what the major environmental concerns in the modern world are. What are the characteristics of each type of the problem? Explain the words in bold in English.***

### **A Challenge to All Mankind**

There is **growing evidence** that man’s unrestrained and undirected manipulation of the natural world **at today’s expanding geometric rate** can only bring disaster. Either we reduce the scale of our intervention, or we manage it so the cumulative impact is tolerable, even beneficial to man and society.

Everyone with a deep concern for the future of the world has **a vital role to play** in meeting the environmental challenge. An inescapable reality of that challenge is

the need to consider all elements, both natural and manmade: population as well as resources, poverty as well as pollution.

For, in the final analysis, any solution is **contingent on** creating vastly improved living conditions for all people. At this juncture of human history, we must affirm the physical unity and interdependence of the **biosphere's** diverse elements, and realize that we **hold the planet in trust for future generations**. We need to achieve an international and communal sense of urgency that we can translate into dynamic global action.

Fresh (= unsalted) water in an unfrozen state comprises less than one per cent of earth's water supply. Lakes and rivers are polluted faster than natural processes can **cleanse** them. Furthermore, this constant and **finite resource** – which is along with air and food provides the base for all living creatures – is unevenly distributed around the world. And man is using so much of this precious commodity that many nations are heading for serious trouble. To keep up with an accelerating demand, we are increasingly **drawing on** (=using) our fresh water 'capital' – **groundwater**. Overfishing **has** depleted **the number of fish in the oceans**.

Air pollution knows no boundaries: poison in the air over Europe will later be poison in the air over Asia and North America. Contamination with carbon dioxide, lead, cadmium or fluoride emissions shows up first and most dramatically in the atmosphere over big cities, though it is not solely a big city problem. Unlike water pollution which can be removed before water is used, air pollution must be attacked **at the source** to keep our air **breathable**. The destruction of **the ozone layer** is leading to climatic changes and what is known as the **greenhouse effect**.

Amount of land each person has to feed himself is shrinking rapidly, and half the earth's populations is already hungry. Paradoxically, nations with **chronic food shortages** have the largest farm populations. The limiting factor to growing more food is not labour, but supply of **productive soil**. Only about two per cent of the earth's surface is used to grow crops; the rest is too hot, too cold, too wet, too dry – or covered with water or ice. Besides, **the pesticides, fertilizers and irrigation techniques** applied to produce more food are polluting the pure water and productive land we need to survive. Poor **waste disposal** adds to this pollution.

The destruction of the **rainforests** is causing widespread ecological problems.

<http://documentos.bancomundial.org/curated/es/718021468766813030/text/multi0page.txt>

### Task 3.

*Put each of the following words or phrases in its correct place below.*

<i>sewage</i>	<i>enlightened</i>	<i>pesticides</i>	<i>sustainable</i>
<i>organic</i>	<i>acid rain</i>	<i>ecological</i>	<i>deforestation</i>
<i>disposal</i>	<i>herbicides</i>	<i>extinction</i>	<i>animal rights</i>

When industrialisation began, little thought was given to its (a)\_\_\_\_\_ effects. Raw, untreated (b)\_\_\_\_\_ was allowed to pollute our seas and rivers. Animals were killed for profit to the point of (c)\_\_\_\_\_. The loss of trees through uncontrolled (d)\_\_\_\_\_ caused erosion and unstable climate, (e)\_\_\_\_\_ was

caused by the poisonous gases man sent into the atmosphere. Chemicals in (f)\_\_\_\_\_ killed animal life, (g)\_\_\_\_\_ destroyed plants. The balance of nature was disturbed.

It is only now that we are waking up to the problem. More natural, (h)\_\_\_\_\_ farming is advocated. Legislation controls the (i)\_\_\_\_\_ of waste products into our air and water. Wildlife organisations are becoming more militant in their fight for (j)\_\_\_\_\_. Replanting policies in some parts of the world mean that our forests should in future be (k)\_\_\_\_\_.

We can only hope that growing public awareness and (l)\_\_\_\_\_ legislation will produce a world which is safe for us and will provide a good quality of life for future generations.

#### Task 4.

*a) Read the text about global warming and changing climate. Think about possible consequences of these processes and discuss them in details with peers, and explain all the vocabulary units in bold in English.*

#### The Greenhouse Effect

According to the National Academy of Sciences, the Earth's surface temperature has risen by about 1 degree Fahrenheit in the past century, with accelerated warming during the past two decades. There is new and stronger evidence that most of the warming over the last 50 years is attributable to human activities. Human activities have altered the chemical composition of the atmosphere through the buildup of greenhouse gases - primarily carbon dioxide, methane, and nitrous oxide. The **heat-trapping property** of these gases is undisputed although uncertainties exist about exactly how the earth's climate responds to them.

#### Our Changing Atmosphere

Energy from the sun **drives the earth's weather and climate**, and heats the earth's surface; in turn, the earth radiates energy back into space. Atmospheric greenhouse gases (water vapor, carbon dioxide, and other gases) trap some of the outgoing energy, retaining heat somewhat like the glass panels of a greenhouse.

Without this natural "greenhouse effect", temperatures would be much lower than they are now and life as known today would not be possible. Instead, thanks to greenhouse gases, the earth's average temperature is a more hospitable 60°F (15°C). However, problems may arise when **the atmospheric concentration** of greenhouse gases increases.

#### Changing Climate

Global mean surface temperatures have increased by 0.5-1.0° F since the late 19<sup>th</sup> century. The 20<sup>th</sup> century's 10 warmest years all occurred in the last 15 years of the century. Of these, 1998 was **the warmest year on record**. The **snow cover** in the Northern Hemisphere and floating ice in the Arctic Ocean have decreased. Globally, the sea level has risen by 4-8 inches (10-20 cm) over the past century. Worldwide **precipitation** over land has increased by about one per cent.

Increasing concentrations of greenhouse gases are likely to accelerate the rate of climate change. Scientists expect that the average global surface temperature could rise by 1-4.5 F (0.6-2.5° C) in the next fifty years, and by 2.2-10° F (1.4-5.8° C) in the next century, with significant regional variation. Evaporation will increase as the climate warms, which will increase average global precipitation. Soil moisture is likely to decline in many regions, and intense rainstorms are likely to become more frequent.

Calculations of climate change for specific areas are much less reliable than global ones, and it is unclear whether regional climate will become more variable.

### **Impacts**

Rising global temperatures are expected to raise the sea level, and change precipitation and other local climate conditions. Changing regional climate could alter forests, crop yields, and water supplies. It could also affect human health, animals, and many types of **ecosystems**. Deserts may expand into existing rangelands, and features of some national parks may be permanently altered.

Unfortunately, many of the potentially most important impacts depend upon whether **rainfall** increases or decreases, which can not be reliably projected for specific areas.

<http://kccesl.tripod.com/epaglobalwarming.html>

*b) “What difference can I make?” Think of what actions you can take in order to help our environment. Do you practically do anything in this area?*

### **Task 5.**

*What kinds of conventional pollution do you know? Search the Internet to find some information on noise, electronic, light, GM pollutions, etc. Discuss them with peers.*

### **Task 6.**

*Read the text for the main point, and then discuss the idea with peers.*

#### **Scientists Say New Diet May Save Planet**

February 04, 2019

Scientists in London say they have found the best diet for both humans and the planet.

If the world followed the so-called “planetary health” diet, the scientists told Reuters that each year more than 11 million early deaths could be prevented.

For the health of the planet, they claim the same diet would reduce greenhouse gases and save more land, water and animals.

This new food plan is the result of a three-year project organized by The Lancet health journal. It involved 37 experts from 16 countries.

Tim Lang, a professor at Britain’s University of London, co-led the research. He told Reuters, “The food we eat and how we produce it determines the health of people and the planet, and we are currently getting this seriously wrong.”

Lang added that the world's population is expected to grow to 10 billion people by 2050. If we want to feed everyone, he explained, we all need to change what we eat and the way we eat by "improving food production and reducing food waste."

So, what do you eat on the planetary health diet?

The scientists who created this diet say it is largely plant-based but still has small amounts of dairy, fish and meat. The diet calls for cutting red meat and sugar by 50 percent and doubling the amount of nuts, fruits, vegetables and legumes.

Food situations around the world are not equal. In certain areas, this would mean great changes. People in North America, for example, eat 6.5 times the recommended amount of red meat. On the other hand, people in South Asia eat only half the amount suggested by the new planetary health diet.

Meeting the targets for vegetables would need big changes in other areas. In sub-Saharan Africa, people on average eat 7.5 times the suggested amount of vegetables like potatoes and cassava.

Walter Willet of Harvard University in the United States also talked to Reuters about the planetary health diet. He said that more than 800 million people around the world do not get enough food while many more have very unhealthy diets.

The scientists admit their goal will be difficult to achieve. But for them doing nothing is also not an option. Willet said, "If we can't quite make it, it's better to try and get as close as we can."

<https://learningenglish.voanews.com/a/scientists-say-new-diet-may-save-planet/4768791.html>

### **Task 7.**

***a) Read the following citations about nature and climate change and comment on each. Which one do you agree with most? Why?***

1. Seen from within, nature is a war of living powers of will. (*Karl Heim*)
2. We have a single mission: to protect and hand on the planet to the next generation. (*François Hollande*)
3. There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate. (*Barack Obama*)
4. We are the first generation to be able to end poverty, and the last generation that can take steps to avoid the worst impacts of climate change. Future generations will judge us harshly if we fail to uphold our moral and historical responsibilities. (*Ban Ki-moon*)

***b) Choose one citation from the above and write a 250-word essay on it.***

### **Task 8.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to climate change. Render it in English, share it with class and be ready to discuss all the problems with your peers***



**SDG 14. LIFE BELOW WATER** – “Conserve and sustainably use the oceans, seas and marine resources for sustainable development”

**Task 1.**

*a) Read the information from the official site on Sustainable Development Goals on the current situation with the world's oceans and use the correct form of the verbs in brackets.*

*b) Pick up the main facts about preserving oceans and then discuss in class the facts most relevant to Russia.*

The world's oceans – their temperature, chemistry, currents and life – drive global systems that make the Earth habitable for humankind. Our rainwater, drinking water, weather, climate, coastlines, much of our food, and even the oxygen in the air we breathe, are all ultimately provided and regulated by the sea. Throughout history, oceans and seas \_\_\_\_\_ (*to be*) vital conduits for trade and transportation. Careful management of this essential global resource is a key feature of a sustainable future. However, at the current time, there is a continuous deterioration of coastal waters owing to pollution and ocean acidification is having an adversarial effect on the functioning of ecosystems and biodiversity. This is also negatively impacting small scale fisheries.

Marine protected areas need to be effectively managed and well-resourced and regulations need to be put in place to reduce overfishing, marine pollution and ocean acidification.

<https://www.un.org/sustainabledevelopment/oceans/>

*c) Look at the indicators provided by the UN for SDG 14. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: What are major problems with the world's oceans now? Find the Russian equivalents to the indicators.*

- Index of \_\_\_\_\_ (COAST) eutrophication and floating plastic debris density;
- Proportion of national \_\_\_\_\_ (EXCLUDE) economic zones managed using ecosystem-based approaches;
- Average marine \_\_\_\_\_ (ACID) (pH) measured at agreed suite of representative sampling stations;
- Proportion of fish stocks within \_\_\_\_\_ (BIOLOGY) sustainable levels;
- \_\_\_\_\_ (COVER) of protected areas in relation to marine areas;
- Progress by countries in the degree of implementation of international instruments aiming to combat illegal, unreported and unregulated \_\_\_\_\_ (FISH);
- Sustainable fisheries as a percentage of GDP in small island developing States, least developed countries and all countries.

<https://sustainabledevelopment.un.org/sdg14>



**c) Study the vocabulary relating to sustainable use of oceans and use them in your own sentences.**

*world's ocean* – мировой океан

*chemistry of the world's ocean* – химический состав воды мирового океана

*current* – течение

*habitable* – обитаемый

*rainwater* – дождевая вода

*coastline* – береговая линия

*vital conduits for trade* – жизненно важные каналы для торговли

*deterioration of coastal waters* – ухудшение состояния прибрежных вод

*ocean acidification* – повышение кислотности вод океана, закисление океана

*biodiversity* – биоразнообразие

*a sustainable fishery* – устойчивое рыболовецкое хозяйство, предприятие

*marine protected area* – морская охраняемая территория

*overfishing* – чрезмерный вылов рыбы

*marine pollution* – загрязнение морской среды

*eutrophication* – эвтрофикация, загрязнение водоёмов водорослями

*index of coastal eutrophication* – индекс прибрежной эвтрофикации

*floating plastic debris density* – плотность плавающего пластикового мусора

*debris* – мусор

*national exclusive economic zone* – национальная исключительная экономическая зона

*fish stocks* – рыбные запасы

*coverage of protected areas* – охват охраняемых территорий

*to combat illegal fishing* – бороться с незаконным рыболовством

*Aichi Biodiversity Targets* – Айтинские целевые задачи в области биоразнообразия

*use of integrated marine and coastal area management* – использование комплексного управления морскими и прибрежными районами

*marine spatial planning* – морское пространственное планирование

*distant-water fishing (operation)* – рыболовство в отдаленных районах

## **Task 2.**

**a) SDG 14 aims at “conserving and sustainably using the oceans, seas and marine resources for sustainable development”. What does sustainability mean concerning the world's ocean? Have you heard about The Sustainable Ocean Initiative? Do you know what “blue economy” means?**

**b) Read the text about The Sustainable Ocean Initiative (SOI). Browse the Internet to look for some examples of SOI projects or other marine-linked environmental initiatives, e.g. Blue Sustainable Ocean Strategy, World Ocean Council, Sustainable Ocean Partnership, etc. Discuss them in class.**

Around the world, efforts are under way to improve conservation and sustainable use of marine and coastal biodiversity. However, there has been inadequate focus on **the holistic aspects of capacity needs** with regards to oceans and marine life therein.

The tenth meeting of the Conference of the Parties to the Convention on Biological Diversity (COP 10, Nagoya, Japan, October 2010) ushered in a new era of biodiversity conservation. The 193 Parties to the Convention on Biological Diversity and their partners rose to the challenge of **reversing biodiversity loss**, which is occurring at an unprecedented rate – up to 1000 times the natural rate of extinction – by adopting a new 10-year *Strategic Plan* (2010-2020) and *Aichi Biodiversity Targets* to guide international and national efforts to safeguard biodiversity.

COP 10 urged Parties and other Governments to: achieve long-term conservation, management and sustainable use of marine resources and coastal habitats; establish and effectively manage marine protected areas, in order to safeguard marine and coastal biodiversity, marine ecosystem services, and sustainable livelihoods; and to adapt to climate change, through appropriate application of the precautionary approach and the use of integrated marine and coastal area management, marine spatial planning, impact assessment, and other available tools.

Recognizing this urgent need, *the Sustainable Ocean Initiative (SOI)* was born **at the margins of COP 10**.

The Sustainable Ocean Initiative builds on these efforts, resources, and experiences by providing a holistic and strategic framework through which to catalyze partnerships, build on lessons learned and knowledge gained, and facilitate improved coordination and two-way dialogue to address these capacity needs to support countries in their efforts to achieve the Aichi Biodiversity Targets in marine and coastal areas. The Sustainable Ocean Initiative focuses centrally on facilitating partnerships to link various initiatives and ensure that the sum of these efforts are greater than its parts.

The approach of the Sustainable Ocean Initiative focuses on:

- Achieving a balance between sustainable use and conservation and the promotion of flexible and diverse approaches;
- Identifying best practices, facilitating information sharing, and learning from experiences;
- Creating partnerships that can provide for targeted capacity building, training, technical assistance and learning exchange;
- Providing for two-way communication among policymakers, scientific communities and local stakeholders;
- Monitoring progress towards the Aichi Biodiversity Targets in marine and coastal areas;
- Facilitating the provision of guidance and guidelines that will help their achievement; and
- Improving the scientific basis for implementation.

By addressing these key aspects of capacity, SOI aims to build the groundwork and foundation for long-term, effective and adaptive implementation.

<https://www.cbd.int/soi/about/approach>

### **Task 3.**

***Put each of the following words in its correct place in the text below.***

<i>committing</i>	<i>deterioration</i>	<i>mitigate</i>	<i>capitalize</i>	<i>ocean</i>
<i>renewable</i>	<i>stakeholders</i>	<i>productive</i>	<i>critical</i>	<i>human</i>
<i>biodiversity</i>	<i>sustainability</i>	<i>marine</i>	<i>prevent</i>	

Thirty companies and institutional investors have signed up to the UN Global Compact Sustainable Ocean Principles (a)\_\_\_\_\_ to take action in order to secure a healthy and (b)\_\_\_\_\_ ocean. The principles provide a foundation for companies to engage in ocean (c)\_\_\_\_\_.

CEO and Executive Director of the UN Global Compact, Lise Kingo, said that «the rapid (d)\_\_\_\_\_ of ocean health, which deeply affects (e)\_\_\_\_\_, coastal communities and the health of the planet, must be urgently addressed, «adding that “the deterioration is caused by (f)\_\_\_\_\_ activity, and we need to create a **tipping point** where a (g)\_\_\_\_\_ mass of businesses use their capacity and competence to solve this challenge.”

In fact, the UN Global Compact Action Platform on Sustainable Ocean Business developed the Sustainable Ocean Principles collaborating with (h)\_\_\_\_\_ from the private sector, NGOs, academic institutions and other UN agencies.

By committing to the nine principles, companies commit to take action in order to (i)\_\_\_\_\_ pollution, manage their use of (j)\_\_\_\_\_ resources to ensure long-term sustainability, and be transparent about their ocean-related activities and impacts.

Group President and CEO of DNV GL, Remi Eriksen, highlights that “The ocean represents an (k)\_\_\_\_\_ of opportunities and we welcome the introduction of the Sustainable Ocean Principles. These principles will be an important reference point as businesses look to (l)\_\_\_\_\_ on ocean opportunities related to the provision of food, (m)\_\_\_\_\_ energy and global trade, while at the same time working to (n)\_\_\_\_\_ the many threats to ocean health.”

<https://safety4sea.com/30-companies-sign-up-to-the-sustainable-ocean-principles/>

#### Task 4.

*Read the text, explain all the words in bold, and answer the following questions:*

- *What is the main criticism of China by other countries about?*
- *What is “blue partnership”?*
- *What good can this latest initiative by China do to it?*
- *What do you think of this Chinese initiative?*

#### **China Offers Partnership with Neighbors to Clean Up Oceans**

October 26, 2019

China has often **come under criticism** from its neighbors and Western nations for being a major polluter of air and water.

Now, China says it wants to cooperate with other nations in efforts to clean up the oceans and protect sea life.

In a recent speech, Chinese President Xi Jinping called for speeding up “innovation” in ocean technologies and creating “**blue partnerships**” with other countries. Xi spoke on October 15 to the 2019 China Marine Economy Expo in the

southern Chinese port city Shenzhen. His comments were reported by the state-run China Daily news website.

Xi suggested improvements in efforts to stop ocean pollution and protect animals that are affected by it. He also **urged cooperation** with other nations in resource development.

Experts believe such offers would help China improve its image with other countries, especially some of its neighbors in Asia. The latest proposal for cooperation follows a series of attempts by China **to reach out to** other countries in Asia.

Eduardo Araral is a professor at the National University of Singapore's public policy school. He told VOA he sees China's invitation as part of a larger campaign aimed at gaining more acceptance with its neighbors.

"China approaches things using all tools and all means possible, from **hard power** to **soft power** to diplomacy," Araral said. He added that some Southeast Asian countries that have territorial disputes with China would likely welcome **joint pollution control**.

The disputes are centered on the South China Sea. China claims most of the 3.5 million-square-kilometer sea as its territory. Brunei, Malaysia, Taiwan, Vietnam and the Philippines also claim parts of the **waterway**.

China has angered other claimants in recent years by creating small **man-made islands** in some **disputed areas** of the sea and building military equipment on some of the land.

Araral said Xi's recent call fits in with China's past attempts to find new ways to cooperate with its neighbors. "I think it should be welcomed because it recognizes that other countries in Southeast Asia bordering the South China Sea have legitimate interests in terms of the resources," he said.

One of those resources is fishing. China has the world's largest distant-water fishing operation with 2,500 ships and boats, the activist group Global Fishing Watch estimates. Some Chinese fishing operations take place in exclusive economic areas of other countries where enforcement is not strong. Chinese fishing boats have turned up in waters claimed by Indonesia, Malaysia and the Philippines.

Araral said he thinks new cooperation efforts between China and its neighbors could help stop overfishing. They also may lead to research on joint resource development. Some Southeast Asian nations will welcome China's invitation if they are not asked to give up their territorial claims in the South China Sea, he added.

<https://learningenglish.voanews.com/a/china-offers-partnership-with-neighbors-to-clean-up-oceans-/5137825.html>

## Task 5.

*a) Read the following citations about seas and oceans and be ready to discuss them with peers. Which one do you agree with most? Why?*

1. The sea is the universal sewer. (*Jacques Yves Cousteau*)
2. The sea, the great unifier, is man's only hope. Now, as never before, the old phrase has a literal meaning: we are all in the same boat. (*Jacques Yves Cousteau*)

3. We must plant the sea and herd its animals using the sea as farmers instead of hunters. That is what civilization is all about – farming replacing hunting. (*Jacques Yves Cousteau*)
4. Water and air, the two essential fluids on which all life depends, have become global garbage cans. (*Jacques Yves Cousteau*)
5. Without water, our planet would be one of the billions of lifeless rocks floating endlessly in the vastness of the inky-black void. (*Fabien Cousteau*)
6. It is a curious situation that the sea, from which life first arose, should now be threatened by the activities of one form of that life. But the sea, though changed in a sinister way, will continue to exist: the threat is rather to life itself. (*Rachel Carson*)
7. Many of us ask what can I, as one person, do, but history shows us that everything good and bad starts because somebody does something or does not do something. (*Sylvia Earle*)
8. With every drop of water you drink, every breath you take, you're connected to the sea. No matter where on Earth you live. Most of the oxygen in the atmosphere is generated by the sea. (*Sylvia Earle*)
9. If man doesn't learn to treat the oceans and the rain forest with respect, man will become extinct. (*Peter Benchley*)
10. We know that when we protect our oceans we're protecting our future. (*Bill Clinton*)

***b) Choose one citation from the above and write a 250-word essay on it.***

**Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to the world's ocean conservation and use. Render it in English, share it with class and be ready to discuss all the problems with your peers***



**SDG 15. LIFE ON LAND** – “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss”

### Task 1.

- a) *Read the information from the official site on Sustainable Development Goals on the current situation with biodiversity in the world and use the correct form of the verbs in brackets.*
- b) *Pick up the main facts about biodiversity and then discuss in class the facts most relevant to Russia. What do you think about the Lion’s Share Fund?*

Forests cover 30.7 per cent of the Earth’s surface and, in addition to providing food security and shelter, they are key to combating climate change, protecting biodiversity and the homes of the indigenous population. By \_\_\_\_\_ (to protect) forests, we will also be able to strengthen natural resource management and increase land productivity.

At the current time, thirteen million hectares of forests \_\_\_\_\_ (to lose) every year while the persistent degradation of drylands has led to the desertification of 3.6 billion hectares. Even though up to 15% of land is currently under protection, biodiversity is still at risk. Deforestation and desertification – \_\_\_\_\_ (to cause) by human activities and climate change – pose major challenges to sustainable development and have affected the lives and livelihoods of millions of people in the fight against poverty.

Efforts \_\_\_\_\_ (to make) to manage forests and combat desertification. There are two international agreements being implemented currently that promote the use of resources in an equitable way. Financial investments in support of biodiversity are also being provided.

On 21 June, 2018, the United Nations Development Programme (UNDP), FINCH and founding partner Mars, Incorporated, \_\_\_\_\_ (to announce) the **Lion’s Share**, an initiative aimed at transforming the lives of animals across the world by asking advertisers \_\_\_\_\_ (to contribute) a percentage of their media spend to conservation and animal welfare projects. The Lion’s Share will see partners contribute 0.5 percent of their media spend to the fund for each advertisement they use featuring an animal. Those funds will be used to support animals and their habitats around the world. The Fund is seeking to raise US\$100m a year within three years, with the money being invested in a range of wildlife conservation and animal welfare programs \_\_\_\_\_ (to implement) by United Nations and civil society organizations.

<https://www.un.org/sustainabledevelopment/biodiversity/>

- c) *Look at the indicators provided by the UN for SDG 14. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: What are the major problems with protecting biodiversity on land in the world now? Find the Russian equivalents to the indicators.*

- Forest area as a proportion of \_\_\_\_\_ (TOTALITY) land area;
- Proportion of important sites for terrestrial and freshwater biodiversity that \_\_\_\_\_ (COVERAGE) by protected areas, by ecosystem type;

- Progress towards sustainable forest \_\_\_\_\_ (MANAGE);
- Proportion of land that is degraded over total land area;
- Coverage by protected areas of important sites for mountain biodiversity;
- Mountain Green Cover Index;
- Red List Index;
- Number of countries that have adopted legislative, \_\_\_\_\_ (ADMINISTER) and policy frameworks to ensure fair and equitable sharing of benefits;
- Proportion of traded wildlife that was poached or illicitly \_\_\_\_\_ (TRAFFIC);
- Proportion of countries adopting relevant national legislation and adequately resourcing the \_\_\_\_\_ (PREVENT) or control of invasive alien species;
- Progress towards national targets established in accordance with Aichi Biodiversity Target 2 of the \_\_\_\_\_ (STRATEGY) Plan for Biodiversity 2011-2020.

<https://sustainabledevelopment.un.org/sdg>

***d) Study the vocabulary relating to biodiversity protection issues and use them in your own sentences.***

*shelter* – кров

*indigenous population/ people* – коренное население

*land productivity* – продуктивность земель

*degradation of drylands* – деградация засушливых земель

*desertification* – опустынивание

*deforestation* – вырубка леса

*under protection* – под защитой

*to be at risk* – быть в опасности

*to pose a major challenge* – ставить серьезные задачи

*to combat desertification* – для борьбы (чтобы бороться) с опустыниванием

*an animal welfare programme* – программа по защите животных

*wildlife conservation* – охрана дикой природы

*total land area* – общая площадь земли

*terrestrial and freshwater biodiversity* – наземное и пресноводное биоразнообразие

*mountain biodiversity* – горное биоразнообразие

*sustainable forest management* – устойчивое управление лесами

*degraded land* – деградированная земля

*green cover* – растительный покров

*Mountain Green Cover Index* – индекс растительного покрытия в горах

*Red List/Book* – Красная книга

*equitable sharing of benefits* – справедливое распределение выгод

*traded wildlife* – представители дикой природы как предмет купли-продажи

*poaching* – браконьерство

*illicit trafficking* – незаконная торговля

*prevention or control of invasive alien species* – предотвращение завоза или контроль инвазивных чужеродных видов

*to halt/ reverse land degradation /biodiversity loss* – остановить/ обратить вспять деградацию / потерю биоразнообразия  
*grasslands (hayfields and pastures)* – луга и пастбища (сенокосные луга и пастбища)  
*abandoned arable land* – заброшенные пахотные земли  
*watershed meadows* – водосборные луга  
*steppe cultivation* – культивирование степных земель  
*overgrazing* – чрезмерное стравливание пастбищ, сбой травы  
*grass fires* – пал травы  
*pest damage* – ущерб от вредителей  
*forest logging* – лесозаготовки  
*wildfires* – лесные пожары  
*game fauna* – дикая фауна  
*biota* – флора и фауна определённого района  
*species diversity* – видовое разнообразие  
*landscape diversity* – ландшафтное разнообразие  
*pristine* – нетронутый  
*boreal forests* – бореальные леса, тайга  
*mixed forests* – смешанные леса  
*at unsustainable levels* – на чрезмерных уровнях  
*at an accelerated rate* – ускоренными темпами

## Task 2.

**a) *SDG 15 aims at “protecting, restoring and promoting sustainable use” of various ecosystems on land. What terrestrial ecosystems do you know? Which of them can be found in Russia? Have you recently heard of any urgent ecological issues with any of them?***

**b) *Read the text about the main biodiversity threats in Russia (From The 5<sup>th</sup> National Report “Conservation of Biodiversity in the Russian Federation”, 2015). Can you see any of these threats in your everyday life?***

Direct and indirect threats to biodiversity in Russia include the following trends, arranged in accordance with the priorities for the organization of biota and ecosystem protection in the country:

**1. *The destruction of animal and plant habitats in the process of developing new areas (for example, oil and gas fields in the Russian Arctic).*** It has been determined that in areas of new development in tundra and forest tundra, every investment equivalent to 1-2 US dollars is associated with the destruction of about 1m<sup>2</sup> of natural ecosystems. At the same time, the cost of environmental restoration of 1 m<sup>2</sup> of tundra can vary from 1 to 7 US dollars. Unfortunately, the rate of destruction of natural ecosystems continues to outpace their recovery and self-restoration.

**2. *Toxic contamination of the environment.*** [...] levels of background anthropogenic air pollution, for example in the European part of Russia, remained low. This applies to heavy metals, sulfur and nitrogen dioxides, poly-aromatic hydrocarbons, etc. At the same time, the reduction in pollutant concentrations due to the decline in industrial production, which was observed in the 1990s, has stopped in recent



years and we can now see an increase in the concentration of pollution, not just around its sources, but also its background levels in the environment in general (in the air, on the soil surface, and in the water).

3. ***Landscape fragmentation and “islandization” of natural ecosystems***, especially tundra and forest tundra ecosystems near oil and gas extraction sites.

4. ***The transformation of the traditional agricultural landscape*** of the middle and south taiga, forest steppe, and mixed forests due to the continuing process of the abandonment of arable land, hayfield and pasture and forest restoration in their place, an increase in the area of abandoned fields and half-grown forest with low levels of biodiversity and low quality of food for migrating animals. The reduction in diversity of the landscape and its food provisioning qualities leads to the depletion of biodiversity and even the disappearance of some plant and animal species dependent on non-forest habitats, especially meadows.

5. ***The threat of transformation of native biodiversity due to invasion of alien species***, some of which are harmful to the economy and to the environment. First, this threat remains real for the underwater landscapes of the Azov Sea, and the coastal areas of the Black Sea, the shallow water landscapes of the Volga River delta and the Northern Caspian region, the Volga River Basin and its cascade of reservoirs.

6. ***Threats to biodiversity associated with the expansion of poaching and unauthorized use of biological resources***. The analysis of the legal practice in environmental offenses shows an increase in poaching in the recent years.

7. ***Threats to forest biodiversity due to increased frequency and area of wildfires, pest damage and forest logging***, especially in the northern regions of the European part of Russia, which has unique large tracts of virgin forest, in southern Siberia and the Far East.

8. ***Threats to game fauna and indirect threats to some rare species dependent on it***. Although in general, most game species populations in the country are stable or have positive trends, certain species have experienced a decline in recent years.

9. ***Threats to nature associated with growing anthropogenic pressure, which results in the inability of rare plant species to survive in the changed conditions***. The orchid family is the most fragile one; 66 species from this family are listed in the Russian Red Book (the total in Russia is 130 species). The analysis of 41 orchid species that are found in Central Russia demonstrated a serious decline in the status of some of them and shrinking of their habitats

*The 5<sup>th</sup> National Report “Conservation of Biodiversity in the Russian Federation”, 2015*

### Task 3.

***Put each of the following words in its correct place in the text below.***

<b><i>freshwater</i></b>	<b><i>pristine</i></b>	<b><i>land</i></b>	<b><i>habitats</i></b>	<b><i>priority</i></b>	<b><i>soils</i></b>
<b><i>objective</i></b>	<b><i>donor</i></b>	<b><i>species</i></b>	<b><i>tropical</i></b>	<b><i>highest</i></b>	<b><i>accumulate</i></b>
<b><i>biodiversity</i></b>	<b><i>network</i></b>	<b><i>store</i></b>	<b><i>balance</i></b>	<b><i>carbon</i></b>	<b><i>biosphere</i></b>

Russia occupies 1/8 of the planet's (a)\_\_\_\_\_, and most of extratropical Eurasia. Despite the fact that Russia's (b)\_\_\_\_\_ diversity is significantly lower than that of many countries in the (c)\_\_\_\_\_ and subtropical zones, its landscape diversity is one of the (d)\_\_\_\_\_ in the world. Moreover, more than 60% of Russia is (e)\_\_\_\_\_

and unspoiled landscapes that remain intact (f)\_\_\_\_\_ of plants and animals. Introducing the concept of (g)\_\_\_\_\_ in the Russian nature conservation helped to further justify the development of an efficient and representative (h)\_\_\_\_\_ of protected natural areas of different status and purpose. After the adoption of the National Biodiversity Conservation Strategy in 2001, Russia acquired a strategic (i)\_\_\_\_\_ that made the conservation of natural diversity a (j)\_\_\_\_\_ at its all levels.

The total input of Russian natural ecosystems in the sustainability of the Earth's (k)\_\_\_\_\_ comprises at least 10–11%. They have a key role in the gas (l)\_\_\_\_\_ of the atmosphere, and are a major (m)\_\_\_\_\_ sink on the planet. The country's boreal forests (n)\_\_\_\_\_ the largest amounts of carbon. Wetland ecosystems in Russia are equally important for the biosphere regulation. Steppe ecosystems if efficiently managed can also be a powerful carbon regulator as they can accumulate it in the (o)\_\_\_\_\_ in large amounts and for extended periods of time (millenniums). Russian ecosystems also have a global importance for water regulation and protection. Russia has the largest (p)\_\_\_\_\_ volume in the world. It has 20% of the world's lake freshwater resources and its annual river flow ranks #2 after Brazil. The inclusion of non-forest ecosystems that actively (q)\_\_\_\_\_ carbon (tundra, swamps and steppes) in the post-Kyoto Framework Convention on Climate Change can further strengthen Russia's position as the planet's ecological (r)\_\_\_\_\_.

*The 5<sup>th</sup> National Report "Conservation of Biodiversity in the Russian Federation", 2015*

#### **Task 4.**

***Read the text, explain in English all the words in bold, and answer the following questions:***

- *What does the recent report from the UN reveal about the threat to the global biodiversity in the nearest future?*
- *How does the misuse of resources by humans impact our life?*
- *What makes the report comprehensive?*
- *What are the major human activities that negatively affect nature?*
- *What are the biggest problems with the world's ocean?*
- *How does the report protect humans as well?*
- *What is the main message of the report?*

#### **UN Report Warns 1 Million Species Face Extinction**

May 06, 2019

A new report from the United Nations says human activity is threatening the survival of up to 1 million species of animals and plants. Many, the report says, will disappear within decades. This would be more than ever before in human history.

British chemist Robert Watson, IPBES chairperson, said the misuse of resources by humans is not only killing plants and animals; it is also destroying, "the very **foundations** of our economies, livelihoods, food security, health, and quality of life worldwide."

To increase the importance of these findings in deciding governmental policies, the report listed five things humanity is doing that have had the largest worldwide effect so far. In order, they are:

1. changes in land and sea use

2. direct exploitation of organisms
3. climate change
4. pollution and
5. invasive alien species

Professor Josef Settele of Germany, who co-chaired the IPBES effort, says in the press statement, “This loss is a direct result of human activity and constitutes a direct threat to human well-being in all regions of the world.”

The report found that city areas have more than doubled since 1992. It also found that “more than a third of the world’s land surface and nearly 75% of freshwater resources are now **devoted** to crop or livestock production.” And in 2015, 33% of marine fish stocks were being harvested at **unsustainable** levels. Robert Watson also said his “biggest personal concern is the state of the oceans.” He added that with “plastics, **dead zones**, overfishing, **acidification**... .”

The report also details the relationship between economic development and its effects on nature. [But ...] the goal of the report is not just to protect other species of animals, but humans as well. Humans depend on healthy ecosystems for food and medicine. Human life is not outside of these endangered ecosystems, but dependent on them.

The report adds that it is not too late to make changes but they must be massive changes. It says all parts of government – from agriculture, forestry, marine and freshwater systems to city areas, energy and finance – need to work together to make the difference.

And we must act, IPBES chair wrote: “We simply cannot afford the cost of inaction. Change of the **magnitude** required will mean a different life for everyone, but the costs of doing nothing will be much higher,” he wrote.

<https://learningenglish.voanews.com/a/un-report-warns-1-million-species-face-extinction/4906147.html>

## Task 5.

*Read the text, explain in English all the words in bold, and compare the situation in Brazil with regular wildfires in Russian taiga and horrible wildfires in Australia at the end of 2019.*

### What Are the Risks of Fires in the Amazon?

August 31, 2019

The fires in many parts of Brazil’s Amazon area have brought an international outcry to save the world’s largest rainforest. Wealthy nations have offered Brazil at least \$22 million to fight the fires.

The World Wildlife Foundation (WWF) says the world’s largest rainforest contains millions of species of plants and animals. Many of them are still unknown. Among the best known animals are jaguars, eagles, pink river dolphins, parrots, large snakes and many butterflies.

The WWF says the forests contain over 40,000 kinds of plants and the 6,500 kilometers of rivers contain 3,000 kinds of freshwater fish. The area drained by the Amazon River covers 40 percent of South America. The forest extends over seven other countries and a French territory. More than 30 million people, including 350 indigenous and ethnic groups, live in the Amazon area and depend on the forests for food and shelter.

The rainforest is often called the “lungs of the planet.” But that might not be the best way to describe the area’s importance to the world’s ecosystem. [But ...] a better way to think about the Amazon’s role is as a sink, taking heat-trapping carbon dioxide, or CO<sub>2</sub>, from the atmosphere.

Currently, the world is releasing around 36 billion metric tons of CO<sub>2</sub> into the atmosphere every year. And the Amazon **absorbs** about 5% of CO<sub>2</sub> making it important in preventing climate change.

While it is often said that the Amazon produces 20 percent of the world’s oxygen, climate scientists say that forests, including the Amazon, absorb about the same amount of oxygen as they produce. The Amazon forest also absorbs other heat-trapping gases produced by burning fossil fuels.

Scientists say the world’s oxygen supply is not directly at risk from the fires. However, that does not mean the fires are not a problem. The fires not only destroy parts of the carbon-absorbing forests, but they release millions of metric tons of carbon into the air. The Amazon rainforest also is important to rainfall in the area. Deforestation makes rains less frequent, extending the dry season.

The current fires in the Amazon are not wildfires. They are mostly set illegally by people who are clearing the forest to raise cattle and crops. People clear the land by cutting down the trees during the rainy season, letting the trees dry out and burning them during the dry season. Fully clearing the thick forest for agricultural use can take several years of cutting and burning. Brazil’s policy has changed under President Jair Bolsonaro. The new president has limited the power of forest protection agencies saying they get in the way of developing land.

<https://learningenglish.voanews.com/a/what-are-the-risks-of-fires-in-the-amazon-/5060444.html>

### Task 6.

***a) Read the following citations about nature and biodiversity and comment on each. Which one do you agree with most? Why?***

1. [Nature is] a hanging judge. (*Anonymous*)
2. To many people, ‘biodiversity’ is almost synonymous with the word ‘nature’, and ‘nature’ brings to mind steamy forests and the big creatures that dwell there. Fair enough. But biodiversity is much more than that, for it encompasses not only the diversity of species, but also the diversity within species. (*Cary Fowler*)
3. The one process now going on that will take millions of years to correct is the loss of genetic and species diversity by the destruction of natural habitats. This is the folly our descendants are least likely to forgive us. (*E. O. Wilson*)
4. Clean air and water, a diversity of animal and plant species, soil and mineral resources, and predictable weather are annuities that will pay dividends for as long as the human race survives – and may even extend our stay on Earth. (*Alex Steffen*)

***b) Choose one citation from the above and write a 250-word essay on it.***

### Task 7.

***Search the Internet for an article in Russian (or your native language) on some current issue relating to preserving biodiversity on our planet. Render it in English, share it with class and be ready to discuss all the problems with your peers.***



**SDG 16. PEACE, JUSTICE AND STRONG INSTITUTIONS –**  
 “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”

**Task 1.**

**a) Read the information from the official site on Sustainable Development Goals on the current situation with peace and justice in the world and use the correct form of the verbs in brackets.**

**b) Pick up the main facts about peace and justice and then discuss in class the facts most relevant to Russia.**

The threats of international homicide, violence against children, human \_\_\_\_\_ (to traffic) and sexual violence are important to address to promote peaceful and inclusive societies for sustainable development. They pave the way for the provision of access to justice for all and for building effective, accountable institutions at all levels.

While homicide and trafficking cases \_\_\_\_\_ (to be) significant progress over the past decade, there are still thousands of people at greater risk of intentional murder within Latin America, Sub-Saharan Africa and around Asia. Children’s rights violations through aggression and sexual violence \_\_\_\_\_ (to continue) to plague many countries around the world, especially as under-reporting and lack of data aggravate the problem.

\_\_\_\_\_ (to tackle) these challenges and build a more peaceful, inclusive societies, there needs to be more efficient and transparent regulations put in place and comprehensive, realistic government budgets. One of the first steps towards protecting individual rights is the implementation of worldwide birth registration and the creation of more independent national human rights institutions around the world.

<https://www.un.org/sustainabledevelopment/peace-justice/>

**c) Look at some indicators provided by the UN for SDG 1. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following question: What are major problems with peace and justice in the world now? Find the Russian equivalents to the indicators.**

- Number of victims of \_\_\_\_\_ (INTENT) homicide per 100,000 population, by sex and age;
- Conflict-related deaths per 100,000 population, by sex, age and cause;
- Proportion of population \_\_\_\_\_ (SUBJECT) to physical, psychological or sexual violence in the previous 12 months;
- Proportion of population that feel safe walking alone around the area they \_\_\_\_\_ (LIFE);
- Proportion of children aged 1-17 years who experienced any physical \_\_\_\_\_ (PUNISH) and/or psychological aggression by caregivers in the past month;
- Number of victims of human trafficking per 100,000 population, by sex, age and form of \_\_\_\_\_ (EXPLOIT);

- Proportion of young women and men aged 18-29 years who experienced sexual \_\_\_\_\_ (VIOLENT) by age 18;
- Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other \_\_\_\_\_ (OFFICIAL) recognized conflict resolution mechanisms;
- Unsented \_\_\_\_\_ (DETAIN) as a proportion of overall prison population;
- Total value of inward and outward illicit financial flows (in current US dollars);
- Proportion of seized, found or surrendered arms whose illicit origin or context has been traced or established by a \_\_\_\_\_ (COMPETENCE) authority in line with international instruments;
- Proportion of persons who had at least one contact with a public official and who paid a bribe to a public \_\_\_\_\_ (OFFICE), or were asked for a bribe by those public officials, during the previous 12 months;
- Primary government expenditures as a proportion of \_\_\_\_\_ (ORIGIN) approved budget, by sector (or by budget codes or similar);
- Proportion of the population \_\_\_\_\_ (SATISFY) with their last experience of public services;
- Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to \_\_\_\_\_ (NATION) distributions;
- Proportion of population who believe decision-making is inclusive and \_\_\_\_\_ (RESPOND), by sex, age, disability and population group;
- Proportion of members and voting rights of developing countries in international organizations;
- Proportion of children under 5 years of age whose \_\_\_\_\_ (BORN) have been registered with a civil authority, by age;
- Number of verified cases of killing, kidnapping, enforced \_\_\_\_\_ (DISAPPEAR), arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months;
- Number of countries that adopt and implement \_\_\_\_\_ (CONSTITUTION), statutory and/or policy guarantees for public access to information.

<https://sustainabledevelopment.un.org/sdg16>

***d) Study the vocabulary relating to peace and justice issues and use them in your own sentences.***

*homicide* – убийство

*violence against children* – насилие над детьми

*human trafficking* – торговля людьми

*sexual violence* – сексуальное насилие

*inclusive society* – инклюзивное общество

*provision of access to justice* – обеспечение доступа к правосудию

*intentional murder* – умышленное убийство

*under-reporting* – занижение отчетных показателей

*to aggravate (the problem)* – усугубить (проблему)  
*transparent regulations* – прозрачные правила  
*birth registration* – регистрация рождения  
*human rights institutions* – учреждения по защите прав человека  
*conflict-related deaths* – смерти, связанные с конфликтами  
*subjected to physical, psychological or sexual violence* – подвергаться физическому, психологическому или сексуальному насилию  
*physical punishment* – физическое наказание  
*caregiver* – воспитатель  
*exploitation* – эксплуатация  
*victimization* – преследование, гонение  
*conflict resolution mechanisms* – механизмы разрешения конфликтов  
*unsentenced detainees* – задержанные до вынесения приговора  
*proportion of seized, found or surrendered arms* – доля захваченного, найденного или сданного оружия  
*bribe* – взятка  
*a public official* – государственный служащий  
*voting rights* – право голоса  
*to register with a civil authority* – зарегистрироваться в гражданском органе  
*killing* – убийство  
*kidnapping* – похищение людей  
*enforced disappearance* – насильственное исчезновение  
*arbitrary detention* – произвольное задержание  
*torture* – пытка  
*human rights advocate* – правозащитник  
*trade unionist* – профсоюзный деятель  
*public access to information* – публичный доступ к информации  
*perpetrator* – виновный  
*to go unpunished* – оставаться ненаказанными  
*redress* – сатисфакция  
*U.N. High Commissioner for Human Rights* – Верховный комиссар ООН по правам человека

## Task 2.

a) *SDG 16 aims at “building effective, accountable and inclusive institutions at all levels”. What do you understand by “accountable and inclusive institutions”? Is this a problem in Russia? Why?*

b) *Read the interview with Nadia Murad, who was appointed Goodwill Ambassador for the Dignity of Survivors of Human Trafficking by the UN Office on Drugs and Crime in 2016. In 2018, Ms. Murad received the Nobel Peace Prize together with Dr. Denis Mukwege. What are the issues she speaks about? Has the situation improved since then? Discuss the interview in class. Explain in English all the words in bold.*

*Wartime sexual violence has become a significant aspect of today's conflicts, affecting people across age and gender. Perpetrators often go unpunished and survivors do not get the support and redress that they need. What needs to be done to change this situation and where do we start?*

We need courts that will bring perpetrators like ISIS (Note – *forbidden in Russia*) to accountability through a fair trial. When we speak of accountability, we must speak of justice for survivors. Perpetrators must be prosecuted for their crimes as part of a complete truth and reconciliation process – even if those perpetrators are state actors.

We must put an end to **impunity**. We believe this is the best way to end the violence. Accountability challenges the idea that certain groups of people are ultimately without rights and anything can be done to them. This attitude is profoundly damaging to the prospect of lasting peace and is evident, not just in those that carry out sexual violence, but those who refuse to **prosecute** it.

*Many Yazidi families in Iraq remain displaced, some are still missing, homes have been destroyed and public services in places like Sinjar are not available. How do such communities move forward?*

We must educate the world about the Yazidis and encourage all people to imagine the Sinjar region as a place that can be prosperous and peaceful. Rebuilding can be a slow process, but the more people learn about our culture, the more they understand how much we have in common and we can imagine a new future for the region together.

Not only does everyone have an interest in peace, but by rebuilding Sinjar we are emphasizing that stopping a **genocide** includes addressing its aftermath. Victimized communities everywhere should be helped and given the chance to heal. Stopping a gruesome, immediate attack is necessary but we cannot leave seriously injured people to die or **fend** for themselves.[...] we must do more than merely **endure**. We must work toward a future in which the entire world, not just the Yazidis, say “never again.”

*You are a symbol of strength and hope for many people around the world. What is your message to people who have suffered the **atrocities** of war?*

My message to people who have suffered the atrocities of war is to believe that things can be different. Understanding that peace is possible is ultimately about standing up for your own human rights. That is why we all benefit from peaceful societies which honor those rights. This vision of peace depends on justice, healing, and support for victimized communities. We must see the reality of this, educate our children to expect it, and not be distracted by hatred.

<https://www.un.org/sustainabledevelopment/blog/2019/04/gotm-nadia-murad-interview/>

### Task 3.

*Put each of the following words in its correct place in the texts below.*

#### The Outbreak of War

*deteriorate*  
*aggression*

*mobilise*  
*outbreak*

*hostile acts*  
*forces*

*declare war*  
*ultimatum*

*clashes*  
*retaliate*



For years there were border (a) \_\_\_\_\_ between troops of country X and those of country Z. Then (b) \_\_\_\_\_ from X attacked a village in Z. Z accused X of (c) \_\_\_\_\_ and began to (d) \_\_\_\_\_ in readiness for possible war. X warned Z: “If you carry out (e) \_\_\_\_\_ against us, we will (f) \_\_\_\_\_.” But there was more fighting on the border. The situation began to (g) \_\_\_\_\_. X delivered an (h) \_\_\_\_\_ to Z. “If you do not promise to respect our borders, we will (i) \_\_\_\_\_.” Finally came the (j) \_\_\_\_\_ of war.

#### Peace Making

*withdraw*                      *intermediary*                      *targets*                      *neutral*                      *peace treaty*  
*get involved*                      *intervene*                      *ceasefire*                      *civilian*                      *peace-keeping force*

After months of fighting, during which (a) \_\_\_\_\_ as well as military (b) \_\_\_\_\_ were bombed, country X asked country Y, which had remained (c) \_\_\_\_\_ during the hostilities, to act as an (d) \_\_\_\_\_, but Y decided not to (e) \_\_\_\_\_. X then asked the United Nations to (f) \_\_\_\_\_. The United Nations managed to arrange a (g) \_\_\_\_\_ and stationed a multi-national (h) \_\_\_\_\_ between the two opposing armies. After weeks of talks, the two countries finally signed a (i) \_\_\_\_\_ and the UN troops were able to (j) \_\_\_\_\_.

#### Task 4.

*a) Read the text for the main idea.*

*b) Discuss the main facts from the text with peers, using the vocabulary units in bold.*

#### UN Concerned About Killings of Colombian Rights Activists

January 15, 2020

The killings of a “**staggering number**” of social activists in Colombia have caused concern at the United Nations human rights agency. The office of the U.N. High Commissioner for Human Rights said Tuesday that 107 human rights **defenders** were killed in 2019 in the country. An additional 13 killings could be added to that number after investigations are complete. In addition, 10 human rights activists have been killed in the first 13 days of January 2020.

Most of the reported deaths have taken place in poor rural areas where illegal, **armed groups** operate. Some of the areas were once controlled by the **rebel** Revolutionary Armed Forces of Colombia, known as FARC. The rebel group signed a **peace deal** with the government in 2016.

However, the U.N. has said Colombia has had problems carrying out the details of the peace deal. Illegal, armed groups now occupy territory once controlled by the rebels.

The major peace agreement between rebels and the government ended more than 50 years of conflict. It called for greater security in distant areas where illegal **drug traffic** exists. The government has built new roads and helped farmers substitute crops used to make illegal drugs.

The violence has targeted people pushing for the rights of specific community, ethnic, indigenous and Afro-Colombian groups. The U.N. is calling on the government of President Ivan Duque to increase efforts to improve security. It also has called for increased health and education services.

Duque was elected in 2018 voicing criticism of the peace deal with rebels. However, he has not been able to reform important parts of the agreement.

Special Representative Carlos Ruiz heads the U.N. Verification Mission in Colombia. He told the U.N. Security Council this week that important steps have been made. But he added that continued violence in some areas remains a problem.

He said he was worried about territorial disputes between illegal, armed groups in Choco state in recent weeks.

Ruiz said fulfilling the peace deal's requirements holds the best hope for Colombia's future. Peace will not fully be gained "if **former combatants** who laid down their **weapons** and are committed to their reintegration continue to be killed," he added.

<https://learningenglish.voanews.com/a/un-concerned-about-killing-of-colombian-rights-activists/5246788.html>

### Task 5.

*a) Read the text for the main idea.*

*b) Answer the following questions, using the vocabulary units in bold:*

- *What is the current situation with law and order in Haiti?*
- *How did the UN participate in maintaining peace and order in this country? How has the situation changed recently?*
- *What are the main reasons of an accelerated crime rate in Haiti?*
- *What is the role of Haiti's President in this "worst lawlessness"?*
- *How do the Haitians feel about the situation?*

### **Poor Neighborhoods in Haiti Descend into Anarchy**

December 12, 2019

Venite Bernard's feet are bloodied because she did not have time to get her shoes when she fled her home with her youngest children. Bernard and her family lived in the poorest part of Haiti's capital, where **gunmen** have been known to shoot people in their homes. Now they live safely inside the town hall of Cite Soleil in Port-au-Prince.

More than 200 other Haitians also are camped out there. They all fled part of what many civic leaders say is Haiti's worst **lawlessness** in more than 10 years.

United Nations peacekeeping troops withdrew from Haiti in 2017 after 15 years. At the time, UN officials said the force had helped to re-establish law and order.

Haiti is the poorest country in the western hemisphere. Nearly 60 percent of the population survives on less than \$2.40 a day.

But the withdrawal of the UN peacekeepers meant reduced security. Haitian police forces have been moved out of the area to provide security at protests against President Jovenel Moise.

Diplomats fear the situation in Haiti represents a growing threat to that part of the Caribbean. They say it could affect migration, drugs and weapons trafficking.

Moise's critics say he has lost control of the country and should resign. The president says the situation is already calming down and he will carry out his full term.

Some politicians are using the gangs to repress or incite protests. They are also providing weapons and assisting the worst of the criminals, according to human rights experts and Haitians. Both opposition leaders and the government deny the accusations.

Critics accuse the president and his administration of failing to arrest gang leaders. The criminals feel free to do as they want and the police are too weak to stop them. One year ago, there was a **massacre** in the neighborhood of La Saline, where anti-Moise feelings are strong, rights activists say.

Over two days, gunmen killed at least 26 people while police failed to stop the violence, said a UN report. Eyewitnesses named in the report say they saw a government official with the gang. It is possible the gangs and government officials are working together, the UN wrote.

People living in La Saline say they feel abandoned.

<https://learningenglish.voanews.com/a/poor-neighborhoods-in-haiti-descend-into-anarchy/5203403.html>

### **Task 6.**

***a) Read the following citations about peace and justice and comment on each. Which one do you agree with most? Why?***

1. The first and fundamental law of nature [is] to seek peace and follow it. (*Thomas Hobbes*)
2. [Peace is] the creation of a world community in which every nation can follow its own course without fear of its neighbours. (*Lyndon Baines Johnson*)
3. [Peace is] order based on law. (*Emery Reves*)
4. [Justice is] the great standing policy of civil society. (*Edmund Burke*)
5. [Justice is] all strength and activity ... to use against all violence and oppression on the earth. (*John Milton*)
6. "You must not lose faith in humanity. Humanity is like an ocean, if a few drops of the ocean are dirty, the ocean does not become dirty." (*Mahatma Gandhi*)
7. With a small fraction of the hundreds of billions of dollars spent on the Iraq war, the US and Australia could ensure every starving, sunken-eyed child on the planet could be well fed, have clean water and sanitation and a local school to go to. (*Bob Brown*)

***b) Choose one citation from the above and write a 250-word essay on it.***

### **Task 7.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to peace and justice. Render it in English, share it with class and be ready to discuss all the problems with your peers***



**SDG 17. PARTNERSHIP FOR THE GOALS** – “Strengthen the means of implementation and revitalize the global partnership for sustainable development”

### Task 1.

- a) *Read the information from the official site on Sustainable Development Goals on the current situation with global partnerships in the world and use the correct form of the verbs in brackets.*
- b) *Pick up the main facts about partnership for achieving sustainable development goals and then discuss in class the facts most relevant to Russia.*

A successful sustainable development agenda \_\_\_\_\_ (to require) partnerships between governments, the private sector and civil society. These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, \_\_\_\_\_ (to need) at the global, regional, national and local level.

Urgent action \_\_\_\_\_ (to need) to mobilize, redirect and unlock the transformative power of trillions of dollars of private resources to deliver on sustainable development objectives. Long-term investments, \_\_\_\_\_ (to include) foreign direct investment, are needed in critical sectors, especially in developing countries. These include sustainable energy, infrastructure and transport, as well as information and communications technologies. The public sector will need to set a clear direction. Review and monitoring frameworks, regulations and incentive structures that enable such investments must \_\_\_\_\_ (to retool) to attract investments and reinforce sustainable development. National oversight mechanisms such as supreme audit institutions and oversight functions by legislatures should \_\_\_\_\_ (to strengthen).

<https://www.un.org/sustainabledevelopment/globalpartnerships/>

- c) *Look at the indicators provided by the UN for SDG 17. Change the words in brackets to fill the gap (e.g. BENEFIT – beneficial, ONE – first). Then discuss with peers the following questions: Do you think we can talk about global partnership now? What are its major features? Look at the indicators provided by the UN for SDG 17 in its main aspects: Finance, Technology, Capacity Building and Systemic Issues. Are they enough to ensure global partnership? Find the Russian equivalents to the indicators.*

### Finance

- Total \_\_\_\_\_ (GOVERN) revenue as a proportion of GDP, by source;
- Proportion of domestic budget funded by domestic taxes;
- Net official development assistance, total and to least developed countries, as a proportion of the Organization for \_\_\_\_\_ (ECONOMY) Cooperation and Development (OECD) Development Assistance Committee donors' gross national income (GNI);

- Foreign direct \_\_\_\_\_ (INVEST) (FDI), official development assistance and South-South Cooperation as a proportion of total domestic budget;
- Volume of \_\_\_\_\_ (REMIT) (in United States dollars) as a proportion of total GDP;
- Debt service as a proportion of exports of goods and services;
- Number of countries that adopt and implement investment promotion regimes for least developed countries;

### **Technology**

- Number of science and/or technology cooperation \_\_\_\_\_ (AGREE) and programmes between countries, by type of cooperation;
- Fixed Internet broadband subscriptions per 100 \_\_\_\_\_ (INHABIT), by speed;
- Total amount of approved funding for developing countries to promote the development, transfer, \_\_\_\_\_ (DISSEMINATE) and diffusion of environmentally sound technologies;
- Proportion of individuals using the Internet;

### **Capacity building**

- Worldwide weighted tariff-average;
- Developing countries' and least developed countries' share of \_\_\_\_\_ (GLOBE) global exports;
- Average tariffs faced by developing countries, least developed countries and small island developing states;

### **Systemic issues**

#### *Policy and institutional coherence*

- Macroeconomic Dashboard;
- Number of countries with mechanisms in place to enhance policy \_\_\_\_\_ (COHERENT) of sustainable development;
- Extent of use of country-owned results frameworks and planning tools by providers of development \_\_\_\_\_ (COOPERATE);

#### *Multi-stakeholder partnerships*

- Number of countries reporting progress in multi-stakeholder development effectiveness monitoring frameworks that support the \_\_\_\_\_ (ACHIEVE) of the sustainable development goals;
- Amount of United States dollars committed to public-private and civil society \_\_\_\_\_ (PARTNER);

#### *Data, monitoring and accountability*

- Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in \_\_\_\_\_ (ACCORDING) with the Fundamental Principles of Official Statistics;
- Number of countries that have national statistical legislation that \_\_\_\_\_ (COMPLY) with the Fundamental Principles of Official Statistics;
- Number of countries with a national statistical plan that is fully funded and under \_\_\_\_\_ (IMPLEMENT), by source of funding;
- Dollar value of all resources made available to \_\_\_\_\_ (STRONG) statistical capacity in developing countries;

- Proportion of countries that (a) have conducted at least one population and housing census in the last 10 years; and (b) have achieved 100 per cent birth registration and 80 per cent death registration.

<https://sustainabledevelopment.un.org/sdg17>

***d) Study the vocabulary relating to global partnership issues and use them in your own sentences.***

*sustainable development agenda* – повестка дня в области устойчивого развития

*civil society* – гражданское общество

*inclusive partnerships* – инклюзивные партнерства

*a shared vision* – общее видение

*urgent actions* – срочные меры

*sustainable development objectives* – цели устойчивого развития

*foreign direct investment* – прямые зарубежные инвестиции

*monitoring frameworks* – рамки мониторинга

*incentive structures* – стимулирующие структуры

*national oversight mechanisms* – национальные механизмы надзора

*supreme audit institutions* – высшие органы аудита

*oversight functions* – надзорные функции

*the Organization for Economic Cooperation and Development (OECD)* –

Организация экономического сотрудничества и развития (ОЭСР)

*gross national income (GNI)* – валовой национальный доход (ВНД)

*volume of remittances* – объем денежных переводов

*debt service* – обслуживание долга

*investment promotion regimes* – режимы поощрения инвестиций

*science and/or technology cooperation agreements* – соглашения о научно-техническом сотрудничестве

*fixed Internet broadband subscriptions* – фиксированные широкополосные интернет-подписки

*weighted tariff-average* – средневзвешенный тариф

*multi-stakeholder partnerships* – многосторонние партнерства

*population and housing census* – перепись населения и жилого фонда

## **Task 2.**

***a) SDG 17 aims at “strengthening the means of implementation and revitalizing the global partnership for sustainable development”. What do you understand by “revitalizing the global partnership”? Is this a problem in Russia? Why?***

***b) Read the text. Can this example be considered as global partnership? Why? Explain in English the words in bold.***

### **US, Brazilian Leaders Seek Stronger Trade Ties Between Countries**

March 19, 2019

The leaders of the Western Hemisphere’s two largest economies are promising to create closer trade and military ties.

American President Donald Trump and Brazilian President Jair Bolsonaro spoke to the press after they met at the White House.

Trump promised American support for Brazil to join the Organization for Cooperation and Economic Development (OECD). The 36-member group includes most of the world's highly developed economies.

Trump also suggested that Brazil join the North Atlantic Treaty Alliance (NATO). Trump said for that to happen, however, he would "have to talk to a lot of people."

One reporter on Tuesday asked Trump if a United States military intervention in Venezuela is possible. "All options are open," Trump answered. He said that the United States has yet to order the most extreme restrictions on Venezuela.

In the oil-rich country, there is no food, water or air-conditioning, Trump said. Bolsonaro added, "People are starving to death". "We need to put an end to this," he said.

Earlier Tuesday, the United States and Brazil signed an agreement to support American space launches from Brazil. The U.S. State Department says the deal will ensure the right treatment of sensitive technology in line with U.S. policies and laws.

The two countries have never had especially close relations. Brazil has traditionally been concerned about American influence in Latin America.

But now the leaders of both countries are linked by shared concerns. These include the crisis in Venezuela, Cuba's involvement there and the possible threat from China's rising influence on politics in South and Central America.

<https://learningenglish.voanews.com/a/us-brazilian-leaders-promise-stronger-trade-ties-between-countries/4838432.html>

### **Task 3.**

***Put each of the following words in its correct place in the sentences below.***

***access                      reduce                      deep                      sustainable                      lasting***  
***following    encouraging                      recovered    achieve***

1. Development is important, but it should be \_\_\_\_\_ development, not the kind that destroys the environment and social structure.
2. The government is \_\_\_\_\_ a policy of giving aid only where it is used to \_\_\_\_\_ poverty.
3. There have been some \_\_\_\_\_ signs that development aid is working in many countries.
4. Millions of people still live in \_\_\_\_\_ poverty.
5. The economy has \_\_\_\_\_ from its decline and is now doing well.
6. The struggle to \_\_\_\_\_ economic growth in developing countries is a constraint one.
7. It is important to encourage \_\_\_\_\_ development projects, not just short-term ones.
8. The goal should be to improve \_\_\_\_\_ to better health and education for the poor.

### **Task 4.**

***Read the text, explain in English all the words in bold, and answer the following questions:***

- *What novelty in the financial system of South Sudan is described in the text? What are its advantages over carrying cash?*
- *What problems does this novelty face?*
- *What do you think the future of this project will be?*

### **South Sudan Launches Mobile Money Service**

October 02, 2019

People living in South Sudan now have the ability to send and receive money using their phones. The mobile money system is an attempt to help the country's economy after a five-year civil war took an estimated 400,000 lives.

The companies m-GURUSH and Nilepay began providing mobile money service in August. Both have partnered with Zain, one of two mobile service operators in South Sudan.

In recent weeks, the streets in the capital city of Juba have been filled with advertisements **urging** people to start banking from their phones. The companies hope people already using mobile money in neighboring countries, like Kenya and Uganda, can **persuade** locals that it is more financially **secure** than carrying cash.

[...] more than 80 percent of money in South Sudan is not kept in banks since most of them are based in Juba. However, many problems need to be overcome before mobile money becomes widespread. Many people in the country are unable to read. And, many do not have identification documents needed to register with the service.

Government officials say only 16 percent of the population has identification cards. Because of this, people can receive money; but they are charged more to withdraw it and are unable to send cash. Another problem is a weak telecommunications network.

Years of civil war damaged or destroyed half of Zain's cell towers. Before fighting began in 2013, Zain covered nine out of 10 states with almost 400 cell towers across the country. Now it has less than 200. Zain is trying to increase coverage starting with major cities such as Juba, Aweil and Bentiu.

Some local people worry about trusting telecommunication networks. Last year Vivacell, a popular mobile company, was closed without warning, locking out hundreds of thousands of users. South Sudan's government said Vivacell was closed for not obeying communications rules.

Ladu Wani Kenyi, director general for the national communications authority, said the government wants to set up a system that directly gives telecommunication officials and the Central Bank records. That way, they would not have to depend on companies like Nilepay and m-GURUSH to provide the information. However, some South Sudanese are unwilling to use mobile money.

One citizen, Rhoda Fresa, shook her head when asked by a mobile money agent if she wanted to register for the new service. "My people are all in a refugee camp in Uganda," she said of her family. "Who am I going to send money to here?"

<https://learningenglish.voanews.com/a/south-sudan-launches-mobile-money-service/5105761.html>



### **Task 5.**

***a) Read the following citations about global partnerships and comment on each. Which one do you agree with most? Why?***

1. For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. (*Nelson Mandela*)

2. The reason why the world lacks unity and lies broken and in heaps is because man is disunited with himself. (*Ralph Waldo Emerson*)

3. It has become appallingly obvious that our technology has exceeded our humanity. (*Albert Einstein*)

4. The power of human empathy, leading to collective action, saves lives and frees prisoners. Ordinary people, whose personal well-being and security are assured, join together in huge numbers to save people they do not know, and will never meet. Unlike any other creature on this planet, humans can learn and understand, without having experienced. They can think themselves into other people's places. We do not need magic to change the world, we carry all the power we need inside ourselves already: we have the power to imagine better. (*J.K. Rowling*)

***b) Choose one citation from the above and write a 250-word essay on it.***

### **Task 6.**

***Search the Internet for an article in Russian (or your native language) on some current issue relating to any of the aspects of global partnership. Render it in English, share it with class and be ready to discuss all the problems with your peers***

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