Unit 4.2: The UN Sustainable Development Goals

A. LISTEN AND TAKE NOTES As you listen to the report, use the T-chart to take notes on the global problems and the solutions proposed in the Sustainable Development Goals.

Problems	Solutions

B. CATEGORIZE Read this list of supporting details. Then listen to the report again and complete the chart with the facts and figures you hear. Check your answers with a partner.

Details	Facts and Figures
Year the UN initiated the Global Compact	1.
Title for the program goals agreed on in the Global Compact	2.
Number of countries that first signed up for the Global Compact	3.
Year the Sustainable Development Goals (SDGs) were created	4.
Target year for achieving the SDGs	5.
Number of SDG goals	6.
Number of countries that agreed on the SDGs	7.
Number of people living in poverty at the time of the report	8.
One of the SDGs	9.
Chemical released into the atmosphere when producing electricity	10.

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C. IDENTIFY Use your notes from Activity B to answer these questions.

1. How many years after the Global Compact began were the Sustainable Development Goals created?
2. Which initiative established more goals, the MDGs or the SDGs?
3. There are 193 countries in the United Nations. Did all of them agree on the SDGs?

LIVEWORKSHEETS

D. APPLY Circle the answer that best completes each statement.

1. The report indicated that the MDGs were less successful at
   a. helping more children to go to primary school and providing access to water and medicines.
   b. eradicating extreme poverty.
2. Improvement in only domestic policies will not solve global problems because
   a. issues in one country have an impact on other parts of the world.
   b. not all countries have the same underlying problems so it is better to use money efficiently.
3. The process to develop and approve the Sustainable Development Goals
   a. quickly followed the great successes of the Millennium Development Goals.
   b. involved a three-year joint effort of people in academia, government, and the private sector.
4. The three dimensions of sustainability covered in the SDGs are
   a. poverty, education, and pollution.
   b. economic development, social progress, and environmental protection.
5. The speaker's attitude toward the success of the SDGs seems to be
   a. uncertain because the global problems (including hunger, inequality, poverty, and climate change) are too complex.
   b. hopeful because even though the SDGs are ambitious, they reflect what society is willing to work for.

E. DISCUSS Work with a partner. Take turns reading these questions and discussing the answers.

1. Why is it important that different groups participated in drawing up the SDGs, including academics, civil society groups, businesses, and governments?

2. What does the principle that "no goal should be met unless it is met for everyone" mean? Do you think that it will be possible to meet this goal?

LIVEWORKSHEETS

F. VOCABULARY Here are some words from Listening 2. Read the paragraphs. Then write each bold word next to the correct definition.

Our instructor asked us to discuss which of the Sustainable Development Goals were most important. As young adults, we are concerned about children everywhere who need protection; they are the most **vulnerable** members of society. However, help must reach families in large cities as well as children in **indigenous** communities. Our main goal is to solve the **underlying** health problems. Without proper medical care that they can afford, young people especially have a difficult chance to succeed in life. We also discussed education. Many children live in areas where education is not **accessible** because there is not adequate transportation to schools. Governments need to **integrate** both health and education into an action plan for young people. We should not **exclude** anyone from learning, but you can't learn if you are not healthy first.

There are so many different **dimensions** to global problems, but one thing we could agree on was that local, state, and national governments need to make a coordinated effort to achieve any goal. When they **initiate** discussions on one area, they should include members of many organizations so everyone has a voice. Unfortunately, we also realize that no matter how many goals we reach, extreme disasters such fires, hurricanes, and earthquakes can create a crisis that poorer nations have difficulty recovering from. There are some problems that we can never **eradicate**, so the goal of **prosperity** for everyone seems like a distant dream. Global problems are **ongoing**, but in the end, our hope is that citizens of the world can have a life of **dignity** based on good health and education.

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LIVEWORKSHEETS

1. _____ (*adj.*) easily reached, entered, used, or seen
2. _____ (*adj.*) belonging to a place; not coming from somewhere else
3. _____ (*v.*) to prevent from taking part in something
4. _____ (*adj.*) basic and fundamental
5. _____ (*v.*) to destroy or get rid of
6. _____ (*v.*) to make different parts of something work together
7. _____ (*n.*) a sense of your own importance or value
8. _____ (*n.*) parts, features, or ways of looking at something
9. _____ (*n.*) the state of being successful and secure
10. _____ (*adj.*) continuing to happen
11. _____ (*adj.*) weak and easily hurt
12. _____ (*v.*) to make something begin

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