

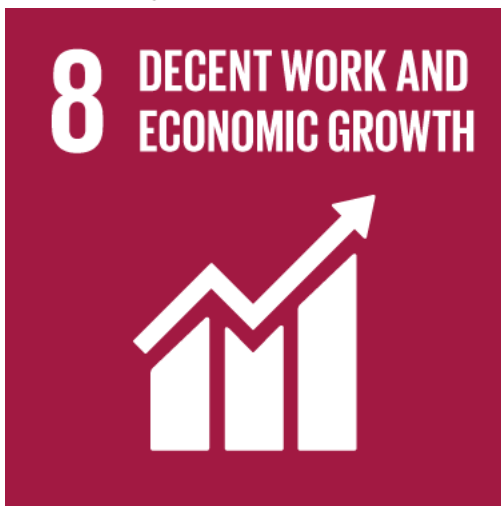
Ethical and sustainable shopping



Our lives are closely connected

We buy and use things every day, and many things – or their different parts – we buy come from other countries (shoes, clothes, computers, smartphones, etc.). This means that our actions and choices¹ affect² other people and the environment in a positive or negative way because we are all interconnected with each other. The things we eat, wear, watch, listen to, etc. tell a story. Sometimes it's a good story, sometimes it's a bad one.

A bad story



There are workers – including children – in sportswear, clothing or electronics factories, and farmers in poor countries who suffer bad working conditions. They work up to 12/14 hours a day for a very low wage in dirty, dangerous and unhealthy conditions. In these places, human rights are violated daily and environmental regulations are ignored. Child labour is the norm and many children work as slaves. These are the people who make our T-shirts, trainers, footballs, bags, fashionable clothes, etc. They make products for brands³ that sponsor sports events, famous stylists, or fashion and high-tech companies.

A good story

In poor countries, many non-profit organisations, including *Fairtrade*, have adopted a form of certification programme that attaches⁴ a label⁵ to a product whose production meets⁶ safety and health measures at work⁷, guarantees better wages for workers and respects environmental policies. Small producers who accept this approach receive a decent price for their products (coffee, tea, chocolate, bananas, etc.) which are exported to Western countries where consumers buy them. This promotes ethical production, protects workers and respects the environment. These products are more expensive, but they are popular

because many consumers support ethical and sustainability measures. There are also companies which organise factory inspections in poor countries.

Recycled clothes, accessories and materials



There are brands in the fashion industry that use recycled materials such as plastic, nylon and polyester for their products. Others, by contrast, use natural textile fibres that are free of pesticides and other chemicals. There are also companies which take their own products back for recycling or have recycling bins in their shops for clothes and accessories of any brand.

Charity shops like those in the UK offer a sustainable and ethical option too. Here you can buy cheap used clothes, books, furniture, accessories, etc. that people donate every day. In Italy, there aren't any charity shops, but people donate things to catholic organisations such as Caritas and Emmaus, to their local church or directly

to poorer people, or pass their clothes or other things to members of their families.

There are also people who make their own clothes and accessories with recycled materials or who exchange things that they don't use anymore. They are a great support to sustainability.

As members of the world community, we have a responsibility to face⁸ problems that we create and work together to solve them and build a more sustainable and just world.

Glossary

1. scelte
2. influenzano, incidono
3. marchi
4. attribuisce
5. etichetta
6. rispetta
7. le misure di salute e sicurezza sul lavoro
8. affrontare

1) Choose the correct answer.

1. Our lives are closely connected ...
 - a. but our actions don't affect other people and the environment.
 - b. and our actions affect other people and the environment.
 - c. but our actions affect only some people and the environment.
2. Workers, including children, in poor countries ...
 - a. make products for sportswear brands, famous stylists or high-tech companies.
 - b. make products only for sportswear brands.
 - c. don't make products for sportswear brands, famous stylists or high-tech companies.
3. Workers, including children, in poor countries ...
 - a. don't suffer bad working conditions.
 - b. sometimes suffer bad working conditions.
 - c. suffer bad working conditions.
4. In poor countries, many non-profit organisations have adopted a programme that ...
 - a. promotes ethical production, protects workers and respects the environment.
 - b. protects workers but doesn't respect the environment.
 - c. only protects workers.
5. Small producers who accept the programme ...
 - a. don't receive a decent price for their products.
 - b. receive a decent price for their products.
 - c. receive a decent price only for some products.
6. Ethical and sustainable products are exported to ...
 - a. Middle East countries.
 - b. Western countries.
 - c. Asian countries.
7. Ethical and sustainable products are ...
 - a. more expensive.
 - b. cheaper.
 - c. as cheap as non-ethical and sustainable products.
8. Ethical and sustainable products are popular because ...
 - a. many consumers support only sustainability measures.
 - b. many consumers support only ethical measures.
 - c. many consumers support ethical and sustainability measures.
9. In the fashion industry ...
 - a. all brands don't use recycled materials.
 - b. all brands don't use natural textile fibres.
 - c. there are brands that use recycled materials and natural textile fibres.
10. Charity shops and catholic organisations ...
 - a. offer a sustainable and ethical option.
 - b. don't offer a sustainable and ethical option.
 - c. only offer a sustainable option.

- 2) Work in groups of four. Using the Internet research and identify some clothing brands which don't have an ethical trade and sustainability programme. Then compare your list with other groups, combine them and, together with your classmates, create a poster (or a PowerPoint presentation) denouncing the brands. Share your poster with teachers, friends and families.
- 3) Speaking. Work in pairs. Ask and answer the following questions.
 1. Where and when do you go shopping?
 2. What do you like to buy?
 3. Do you read fashion magazines? Why / Why not?
 4. Do you think it is important to buy recycled or second-hand clothes? Why / Why not?
 5. Do you exchange clothes that you don't wear anymore with your friends, family or relatives?
 6. Do you make your own clothes or accessories?
 7. Do you donate old clothes to the local church or to poor people? Why / Why not?

Life on land



1) Read the text and complete it with the missing words.

landscape

urban areas

source

population



Mountains cover 27 per cent of the Earth's surface¹ and are home to 15 per cent of the world's They contain 30 per cent of all important biodiversity areas. Mountain biodiversity provides² food and medicinal plants, and regulates water flow³, soil, and air quality. Mountains are very important for both our life and the life of the planet.

Forests cover 31 per cent of our planet's land area, and are home to 80 per cent of all species of animals, plants and insects, and up to 50 million indigenous people. Trees clean the air, give us oxygen and capture carbon dioxide⁴. They improve water quality, stabilise the soil and provide food and many other things. Trees also reduce noise pollution and make the beautiful.

Rainforests

Rainforests cover about 6% of the Earth's land surface. They are full of trees and have a lot of rain. Rainforests are extremely important because they contain 50 per cent of the Earth's species of plants and animals, and are a of food, medicine, wood, water, and various materials. Moreover, rainforests absorb carbon-dioxide, produce oxygen, stabilise the climate and regulate the water cycle.



Cities occupy just 3 per cent of the Earth's surface, but are responsible for 60 to 80 per cent of the world's energy consumption and 75 per cent of carbon emissions and waste. 55 per cent of people live in By 2050, the world's population is expected to be 9.8 billion people. There are 10 cities with over 20 million people!

Glossary

1. superficie
2. fornisce
3. flusso
4. anidride carbonica

2) Match.

1.	Mountains	a.	occupy 3% of the Earth's surface and are responsible for 60 to 80 per cent of the world's energy consumption and 75% of carbon emissions and waste.
2.	Forests	b.	clean the air, give us oxygen and capture carbon dioxide.
3.	Rainforests	c.	cover 27% of the Earth's surface and are home to 15% of the world's population.
4.	Cities	d.	are home to 55% of the world's population.
5.	Trees	e.	cover 31% of planet's land area and are home to 80% of all species of animals, plants and insects.
6.	Urban areas	f.	cover about 6% of the Earth's land surface and contain 50% of the Earth's species of plants and animals.

1..... 2..... 3..... 4..... 5..... 6.....

3) Complete the sentences.

1. 30 per cent of all important biodiversity areas are in the Mountain biodiversity provides food and medicinal plants, and regulates water flow, soil and air quality.
2. improve water quality, stabilise the soil, provide food and many other things, reduce noise pollution and make the landscape beautiful.
3. are full of trees and have a lot of rain. They are a source of food, medicine, wood, water, and various materials. They also absorb carbon-dioxide, produce oxygen, stabilise climate and regulate the water cycle.

4) Read the text and complete it with the correct missing verbs. The first three letters of the verbs are given.



Glossary

1. spazzatura
2. danneggiamo
3. urbanizzazione
4. abitazioni

Human impact on the environment

We con..... large quantities of the Earth's resources at a rapid rate, pro..... too much rubbish¹ and harm² the planet in many ways, such as by producing pollution and deforestation. People des..... 10 million hectares of forests every year and cut down 10 million trees every day. One fifth of the Earth's land area is degraded. Moreover, rapid urbanisation³ has damaged natural habitats and the countryside. It has produced air pollution, vast quantities of poor housing⁴ and living conditions, and scarce access to basic services, including transportation. The human impact on the environment aff..... our lives, kills species, intensifies climate change and mak..... ecosystems more fragile. We must rem..... that everything we do affects the environment.



Curiosity

The Amazon rainforest is the world's largest rainforest. It covers 6.7 million sq km of South America. More than 20 percent of the world's oxygen is produced in the Amazon rainforest. It has 40,000 plant species, 2.5 million insects, 1,300 species of birds, 3,000 species of fish and 430 different mammals. It also has a fifth of the Earth's fresh water, a large variety of fruit and is home to 350 ethnic groups. Its river is over 6,600 km long. But the Amazon rainforest is in crisis because human activity is destroying it – humans have destroyed 17 per cent of the forest cover in the last 50 years!



Australia's Great Barrier Reef



14 LIFE
BELOW WATER



The Great Barrier Reef is on the north-east coast of Australia. It is the largest natural feature on earth and one of the richest and most complex natural ecosystems in the world, and has evolved over millennia. It is also a very important ecosystem for biodiversity conservation. The Great Barrier Reef stretches 2,300 km along the coast of Queensland, covers about 350,000 square km and includes over 900 islands.

The Great Barrier Reef contains the world's largest collection of coral reefs – over 3,000 –

and 400 types of corals, 1,500 species of fish, 4,000 types of mollusks, 250 species of birds, rare species of turtles, and a great diversity of other marine life, including sponges and large algae.

Coral reefs are extremely important because they provide food and income¹ for millions of people. They protect shorelines² from erosion and are a great natural resource to treat human ailments³. They provide a home to 25 per cent of all marine biodiversity. In 1974 the Australian government created the Great Barrier Reef Marine Park to protect this enormous area, which was declared a World Heritage Site by UNESCO in 1981.

Today, unfortunately, the health of the Great Barrier Reef is at risk. Global warming, which produces terrible coral bleaching,⁴ increasing ocean acidification, severe tropical cyclones, terrible heavy rainfall events, and pollution, which diminishes the sunlight that corals receive, are the real threats. Another problem is overfishing⁵, which is endangering⁶ many species, along with shipping traffic which has a devastating impact on the delicate coastal and marine environment. With more than two million visitors to the Reef each year tourism is one of the most important industries in the Great Barrier Reef region, although it has a negative impact on the delicate ecosystem. Disturbance of wildlife and physical damage to reefs, corals and coastal vegetation is produced by boats and water activities such as snorkelling, reef walking and diving. Pollution from rubbish and human waste is another problem together with the expansion of tourism infrastructure. But marine scientists warn⁷ that the Great Barrier Reef

is greatly at risk and could disappear by 2060 if drastic international action is not taken to stop and reverse its greatest threat: climate change and global warming!

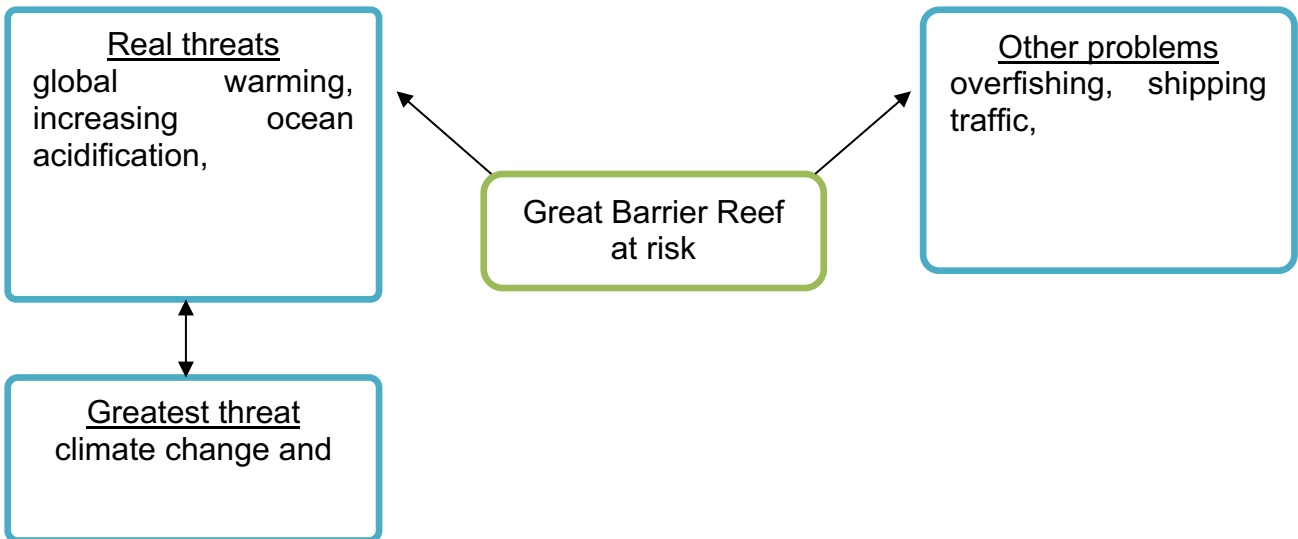
1) Answer the following questions.

1. Where is the Great Barrier Reef located?
2. What is the Great Barrier Reef?
3. What does the Great Barrier Reef contain?
4. Why are coral reefs extremely important?
5. What was designated a World Heritage Site by UNESCO in 1981?
6. What produces coral bleaching?

Glossary

1. reddito
2. coste
3. disturbi, malattie
4. sbiancamento
5. pesca eccessiva
6. sta mettendo in pericolo la sopravvivenza
7. avvertono

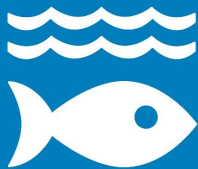
2) Complete the boxes.



New Zealand's marine reserves



14 LIFE BELOW WATER



Marine reserves are very important because they help conserve habitats and biodiversity, favour the recovery of some species, and maintain marine communities. New Zealand has one of the most unique marine environments on Earth. The country's marine environment covers 4 million square kilometres of ocean and is home to more than 17,000 species, 6,000 of which are only found here, and 50 habitat types, each supporting different species.

New Zealand has 44 marine reserves which cover 9.5 per cent of its coastal waters, two marine parks, three marine protected areas and six large marine mammal sanctuaries, which protect dolphins, sea lions and whales. The first marine reserve was opened in 1975 at Goat Island, north of Auckland. Marine reserves are 'no take' areas, which means that no living things can be removed. They are open to the public; people can enjoy swimming, diving, snorkelling, and boating. The two marine parks protect only certain fish, like reef fish, while the three marine protected areas include marine reserves and diverse fishing regulations. The Kaikoura protected area contains a whale and a fur seal sanctuary, and marine non-commercial fishing areas managed by Maori tribes. Marine reserves contain amazing underwater landscapes, unique marine life and give the highest level of marine protection. They represent an important conservation tool whose benefits are priceless.

1) Answer the following questions.

1. Why are marine reserves very important?
2. How much ocean does the New Zealand's marine environment cover?
3. How many species are there in New Zealand's marine environment?
4. How many marine reserves, marine parks and marine protected areas has New Zealand got?
5. When and where was the first marine reserve opened?
6. Is fishing prohibited in marine reserves?
7. Can people swim, dive, and practice other water activities in marine reserves?
8. What does the Kaikoura protected area contain?
9. What do marine reserves represent?

Marine pollution



Marine pollution is a combination of chemicals and trash¹. These types of pollution come mostly from urban and rural areas and are washed into the ocean. This damages the environment and marine organisms and its effects can be devastating for humans and the ecosystem.

Chemical contamination occurs when man-made pollutants² such as pesticides, herbicides, fertilisers, detergents, oil, industrial chemicals, and sewage³ run off into waterways⁴ and finally reach the ocean. The enormous amount of chemicals in the coastal ocean stimulates the explosive growth of algae which absorb the

oxygen in the water, creating dead zones. These zones contain very low oxygen concentrations that can cause the death of many fish and other marine life. This, of course, has negative effects on the environment and humans, and damages fishing and tourist industries.

Marine trash includes all manufactured products, in particular plastic, which end up in the ocean. Common types of marine debris⁵ – 80 per cent of which comes from sources on land – include plastic items, such as shopping bags, beverage bottles and cups, plastic cutlery, and dishes. Other pollutants are cigarette butts, food wrappers, and fishing gear⁶. Trash often form giant garbage patches⁷ in the sea but there are types of debris that don't float⁸, they sink⁹ deep in the ocean. Scientists have found plastic fibres in many corals. Plastic waste is very dangerous as a pollutant because plastic takes hundreds of years to decompose!

Plastic waste is accidentally consumed by fish, mammals and small organisms and becomes part of the food chain. For example, turtles¹⁰ eat plastic bags because they look like jellyfish¹¹ and smell like food, and often die as a result. Small organisms feed on microplastics and absorb the chemicals from the plastic into their tissues. When fish or larger animals eat these small organisms, they absorb toxic chemicals which humans digest when they eat fish and seafood. Moreover, marine creatures often become trapped in plastic trash and get injured or even die.

Prevention and clean-up are not sufficient to combat marine pollution. Governments should encourage recycling and reuse and society should change its approach to plastic. All countries should limit or even ban the use of plastic items.

Curiosities

- The ocean covers 75 per cent of the Earth's surface.
- The ocean absorbs 30 per cent of carbon dioxide produced by humans, this alleviates the impact of global warming.
- 3 billion people depend on marine and coastal biodiversity for their livelihoods.

Glossary

1. sostanze chimiche e rifiuti
2. inquinanti
3. liquami
4. defluiscono nei corsi d'acqua
5. detriti
6. attrezzi da pesca
7. gigantesche macchie di rifiuti
8. galleggiano
9. affondano
10. tartarughe marine
11. meduse

1) Say if these sentences are True (**T**) or False (**F**).

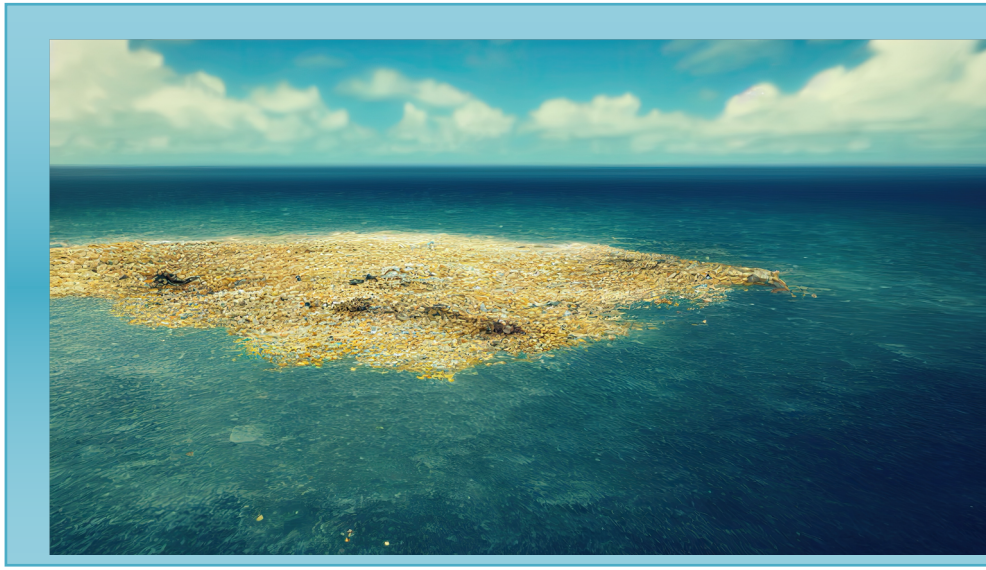
- | | | |
|---|--------------------------|--------------------------|
| 1. Marine pollution is a combination of chemicals and trash. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pollutants come only from rural areas and are washed into the ocean. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The effects of marine pollution are not devastating for humans and the ecosystem. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Chemical contamination occurs when man-made pollutants run off into waterways and reach the ocean. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The amount of chemicals in the coastal ocean stimulates the growth of algae which absorb the oxygen in water, creating dead zones. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dead zones don't contain low oxygen concentrations and don't cause the death of fish and other marine life. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Marine trash includes all manufactured products, in particular plastic, which end up in the ocean. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Trash often forms giant garbage patches in the sea. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. All types of debris float, they don't sink deep in the ocean. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Plastic takes a few weeks to decompose. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Plastic waste isn't consumed by fish, mammals, and small organisms and doesn't become part of the food chain. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |



2) Complete.

1. Turtles eat plastic bags because they look like and smell like food, and often die as a result.
2. Small organisms feed on microplastics and absorb the from the plastic into their tissues.
3. When fish or larger animals eat small, they absorb toxic chemicals which humans digest when they eat sea food.
4. Governments should encourage and reuse and society should change its approach to All countries should limit or even ban the use of plastic items.

The ocean and life on Earth are under threat



1) Complete the *Plastic pollution facts* with the missing words.

year sea (x2) five fish (x2) plastic (x4) garbage dioxide ocean

Plastic pollution facts

1. 40 per cent of the is heavily affected by pollution.
2. 90 per cent of the sea's surface is polluted by waste.
3. 14 million tonnes of plastic are dumped into the ocean every
4. makes up 80 per cent of all marine debris.
5. 100,000 marine mammals and turtles and 1 million birds die from plastic pollution every year. Baby sea turtles have plastic in their stomachs.
6. There are 25 trillion macro and 51 trillion micro plastic particles in the
7. There are five giant garbage patches in the sea. The largest is the Great Pacific Garbage Patch, which is 1.6 million square kilometers, that is times the size of Italy!
8. More than 1 million bags end up in the trash every minute.
9. By 2050 there could be more plastic than in the sea, by weight.
10. 1 in 3 caught for human consumption contains plastic.
11. 14 million metric tonnes of ocean rests on the seafloor.
12. We produce about 400 million tonnes of waste every year.
13. Producing one tonne of plastic generates 2.5 tonnes of carbon



There is food for everyone



Food is a basic human need and right – it is essential to life. The world produces enough¹ food each year to feed² the global population, but 850 million people go to bed hungry every night and about 2.3 billion people don't have regular access to safe³ and nutritious food. Poor nutrition and hunger is responsible for the death of about 9 million people (3 million of whom are children) every year!

Why do people starve⁴ when there is enough food to feed the world?



Poverty is the main cause of hunger. Hundreds of millions of people in the world, Sub-Saharan Africa and South and East Asia in particular, live in extreme poverty and can't buy nutritious food or grow their own food. Governments can't help them because they don't have sufficient financial resources. Increases⁵ in food prices also make food expensive to buy.



Economic inequalities between rich and poor countries and within each country is another cause of hunger. In poor countries, most people live on a very low income⁶ and only small groups of people enjoy a comfortable life. Many small farmers, after a bad harvest,⁷ are forced to leave⁸ their farms and migrate in search of a better life.

Unequal distribution of political power forces⁹ small farmers and other local food producers in developing countries to live on less than two dollars a day. This is because a few big food companies control all sectors of the food chain, from the production and trade¹⁰ to the distribution of food. They have enormous power!



Conflicts aggravate hunger. 80 per cent of the world's current conflicts are in Asia and Africa, and 60 per cent of people who don't have regular access to food live in conflict zones. Armed conflicts destroy villages, towns, factories, farms, fields¹¹, roads, etc. They make it difficult to grow food or to find it, and force people to leave their homes and rely on humanitarian support.

Climate change contributes to hunger too. It causes temperatures to rise and produces extreme weather such as droughts¹² and floods¹³ which damage agricultural production, animal husbandry¹⁴ and water security.

Waste is another cause of hunger. Each year about 1.3 billion tonnes of food is not consumed and we use a lot of energy and water to produce it. Food waste usually happens at home, at restaurants and supermarkets, in farms and also between the journey from the farm to the market for various reasons, including bad infrastructure and inadequate storage¹⁵.

Plant pests and diseases¹⁶ as well as **viruses, corruption** and **bad governments** can exacerbate hunger.

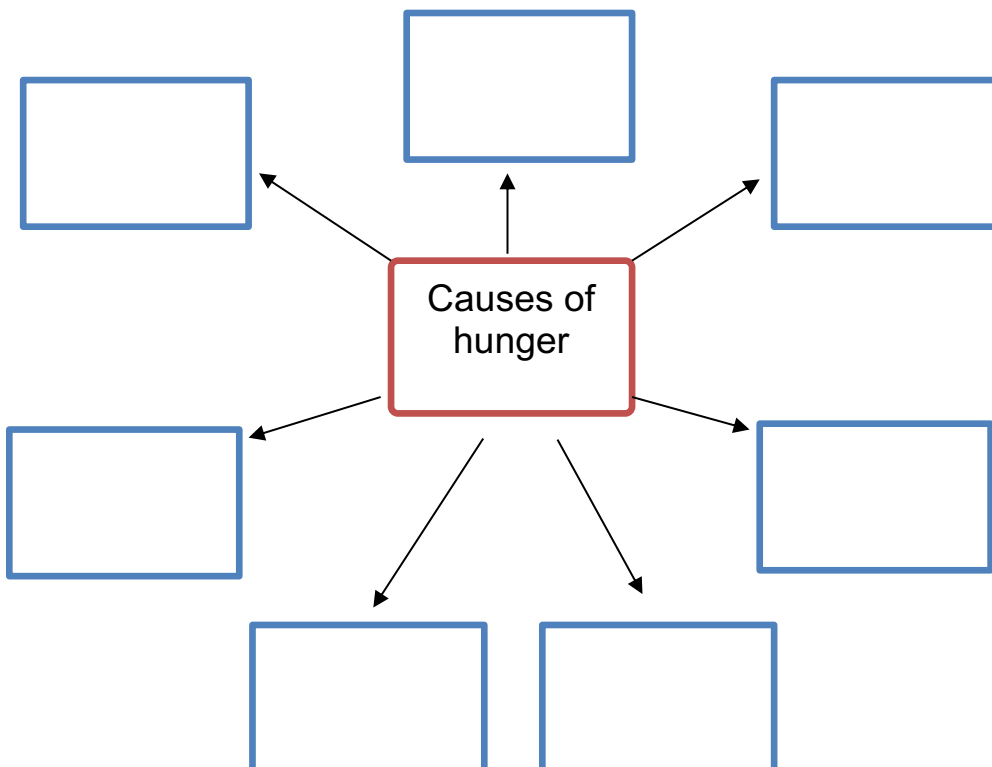
1) Say if these sentences are True (T) or False (F).

- | | | |
|---|---|---|
| 1. Food is a basic human need and right. | T | F |
| 2. 850 people go to bed hungry every night. | T | F |
| 3. About 3.3 billion people don't have regular access to safe and nutritious food. | T | F |
| 4. Poor nutrition and hunger is responsible for the death of about 9 million people every year! | T | F |
| 5. There isn't enough food to feed the world. | T | F |

Glossary

1. abbastanza
2. nutrire
3. sicuro
4. muoiono di fame
5. aumenti
6. reddito
7. raccolto
8. sono costretti a lasciare
9. costringe
10. commercio
11. campi
12. siccità
13. inondazioni
14. allevamento di animali
15. conservazione
16. i parassiti e le malattie delle piante

2) Write the cause of hunger in each box.



Curiosities

- 80 percent of the world's food is produced by small scale farmers. There are about 600 million farms in the world.
- In rich and poor countries, small scale farming is the main form of food production.
- Most of the world's poor and food insecure live in rural areas.

Solutions to end world hunger

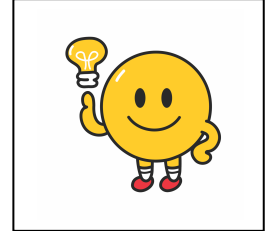
As members of a large community, we all have a responsibility and an important role to play to end hunger.

3) Complete the tips with the missing verbs.

Make Stop Monitor (x2) Fight Invest Promote Close Give

Governments and international organisations

1. wars and the power of big food companies.
2. trade fair so that everyone can participate.
3. the economic gap between rich and poor countries.
4. in modern agriculture and infrastructure systems, and water projects.
5. prices and protect small farmers.
6. farmers technical assistance and access to financial resources, training and technology.
7. methods of sustainable cultivation that reduce dependence on finite resources and do not degrade the environment.
8. climate change.
9. the responsible use of land and ensure that companies respect the environment, local people and their homes and farms.

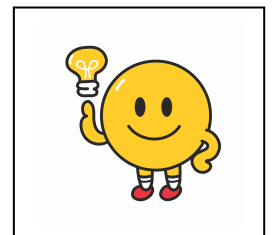


4) Complete the tips with the missing verbs.

Eat Grow Save Stop Recycle Use waste Keep Buy

Our actions

1. food waste.
2. healthy food.
3. local and seasonal food.
4.
5. energy.
6. Don't water.
7. leftover food
8. the ground and water clean.
9. plants and trees in your local area.



Food loss or waste



Facts

Each year about 1.3 billion tonnes of the food that is produced in the world is wasted or lost. That is 33 per cent of the food produced every year, or 1/3 of all food produced for human consumption. This amount could feed 2 billion people, the combined population of Africa and Europe.

The UK alone produces 15 million tonnes of food waste every year. UK families produce half of this waste! Every day in the UK, people throw away the equivalent of 20 million slices of bread. This could feed breakfast to 10 million people.

Impact

- 30 per cent of the world's agricultural land is used to produce food that we waste!
- Global food waste uses 250.000 billion litres of water! That is equivalent to 3 times the volume of Lake Geneva.
- 10 per cent of global greenhouse gases comes from food that is produced, but not consumed!
- If food loss and waste were concentrated into one country, that country would be the third largest polluter, behind China and the USA.
- The environmental cost of food waste is about 900 billion dollars per year.



Global percentage for each category of food loss and waste per year

Fruit and vegetables: 45%.

Roots and tubers: 45%.

In North America and Oceania alone, 5,814.000 tonnes of roots and tubers are wasted.

Fish and seafood: 35%.

8% of fish caught is put back into the waters because the fish are either dead or damaged.

Cereals: 30%.

In rich countries, consumers throw away 286 million tonnes of cereals.

Dairy products: 20%.

In Europe alone, 29 million tonnes of dairy products are lost or wasted every year.

Meat: 20% of the 337 million tonnes of meat produced globally.

Oil seeds and pulses: 22%.

Sources: <https://www.mondigroup.com/media/12983/reduce-food-waste-infographic-by-mondi.pdf>;
<https://www.fao.org/save-food/news-and-multimedia/news/news-details/es/c/320086/>

1) Match.

- | | |
|--|---|
| 1. 1.3 billion tonnes of food produced is wasted or lost every year. | a. feed 2 billion people. |
| 2. Wasted or lost food could | b. That is equivalent to 3 times the volume of Lake Geneva. |
| 3. 30 per cent of the world's agricultural land | c. comes from food that is produced, but not consumed! |
| 4. Global food waste uses 250.000 billion litres of water. | d. is used to produce food that we waste. |
| 5. 10 per cent of global greenhouse gases | e. produces 15 million tonnes of food waste every year. |
| 6. The UK alone, | f. That is 33 per cent of the world's food production every year. |

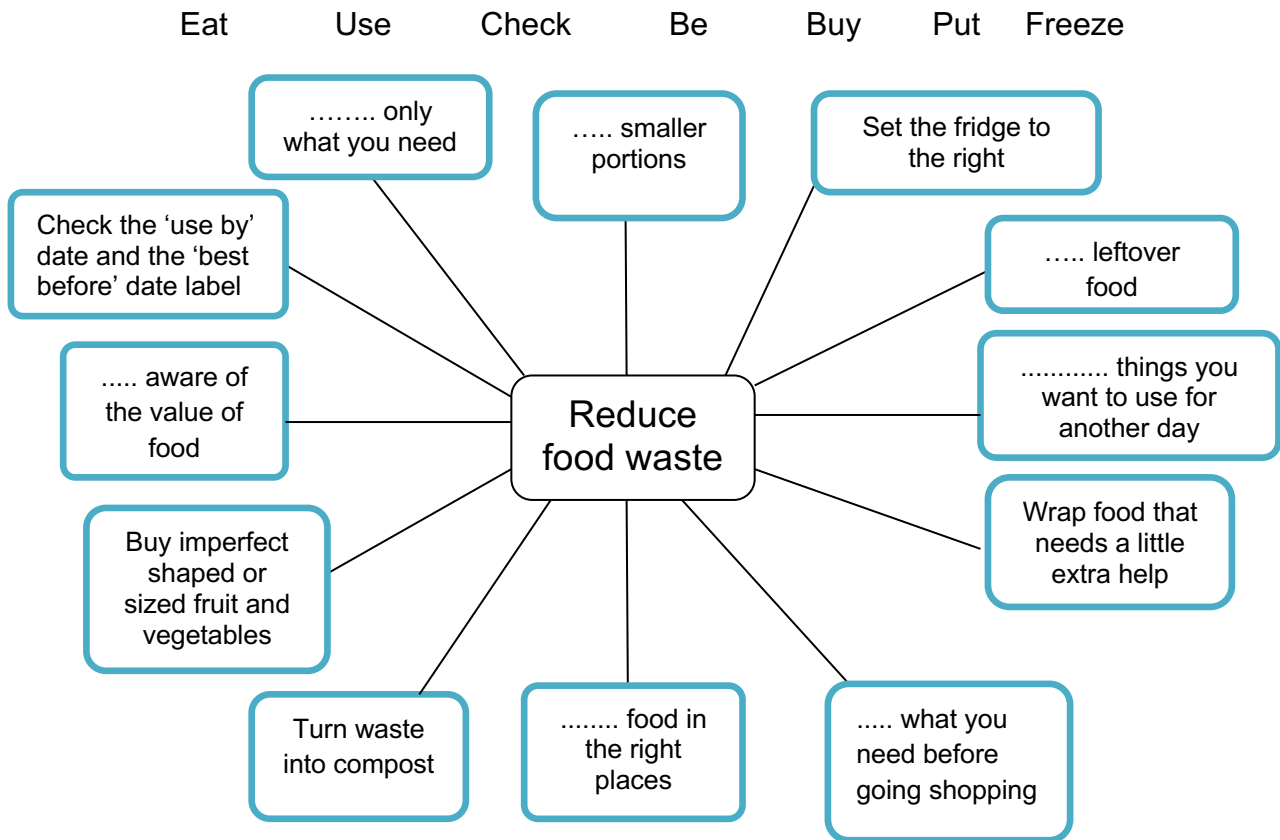
1..... 2..... 3..... 4..... 5..... 6.....

2) Complete.

1. If food loss and waste were concentrated into one country, that country would be the
2. The environmental cost of food is about dollars per year.
3. 8 per cent of caught is put back into the because the fish are dead.
4. In rich countries, consumers throw away of cereals every year.
5. In Europe alone, 29 million tonnes of are lost or wasted every year.
6. We waste 20 per cent of the 337 million tonnes of produced globally.

3) Group work. Do some research on the quantity of food waste produced in Italy every year. Then try to find out if there are any organisations or initiatives in Italy and the UK that save food from the bin by redistributing it or making meals for poor people. Finally, share your findings with other groups.

- 4) Keep a daily food waste diary and use it to write a list of the food, and quantity, you and your family waste at home in a week. Write the reasons for such waste and its cost. Then present your work to the class.
- 5) Work with a partner. Complete the reduce-food-waste spider diagram with the verbs below. Then study the information and take turns to say as many sentences as you remember.



Watch these useful videos.

- <https://www.dorsetcouncil.gov.uk/bins-recycling-and-litter/reducing-and-reusing/current-campaigns-and-offers/love-food-hate-waste>
- <https://www.youtube.com/watch?v=loCVRkcaH6Q&t=9s>
- <https://www.youtube.com/watch?v=AuahLYYiSHs>
- <https://www.facebook.com/bbcthesocial/videos/1372485986237171/UzpfSTewMDA2NDgzNDQ0MjYwOToyNzY1NDczMTQwMTQ3ODM5/>
- <https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-09102014>
- <https://learnenglishteens.britishcouncil.org/study-break/video-zone/turning-plastic-waste-art>
- <https://www.youtube.com/watch?v=pxoz88-GXyk>

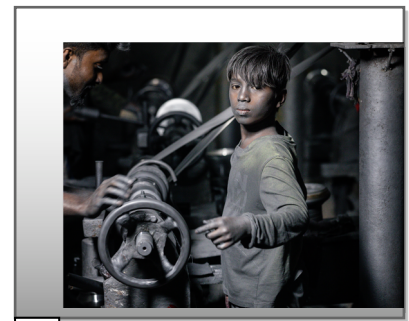
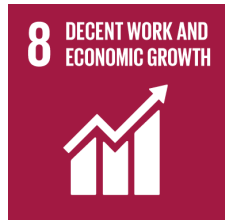
- 6) Pair work. Discuss with your partner how we can encourage people not to waste food. Then make a poster with a list of proposals or a PowerPoint and present it to the class.
- 7) Group work. Do some research on what your local government is doing to fight food waste in your area. Then develop a campaign to encourage people to reduce food waste. The campaign could be in the form of a poster, advert or a PowerPoint presentation.

Child labour

Lost Childhood

1) Look at the photos carefully. Then read the descriptions and match them with the photos.

1. Bangladeshi children working in a brick breaking yard in Dhaka.
2. Afghani children picking cotton.
3. Vietnamese children transporting straw bags by bikes from a field
4. A child working at a construction site.
5. A Bangladeshi young boy dyeing garments and textiles by hand in a bath full of harmful chemicals.
6. A Young African garbage collector filling a plastic bag with reusable objects in an urban landfill.
7. A young boy making metal components in a factory under very dangerous circumstances.
8. A Syrian child soldier.
9. Pakistani young girls carrying sand.









2) Complete the text with the missing words.

childhood mental dangerous school violation

What is child labour?

Child labour is a of fundamental human rights. The term child labour is defined as “work that deprives¹ children of their, their potential and their dignity, and that is harmful² to their physical and development³. It refers to work that is mentally, physically, socially, or morally and harmful to children; and interferes with their schooling by:

- depriving them of the opportunity to attend
- forcing them to leave school prematurely;
- making them go to school as well as doing heavy work or working long hours”.

(International Labour Organization, Child Labour)



Glossary

1. lavoro che priva
2. dannoso
3. sviluppo
4. privandoli della possibilità di frequentare la scuola

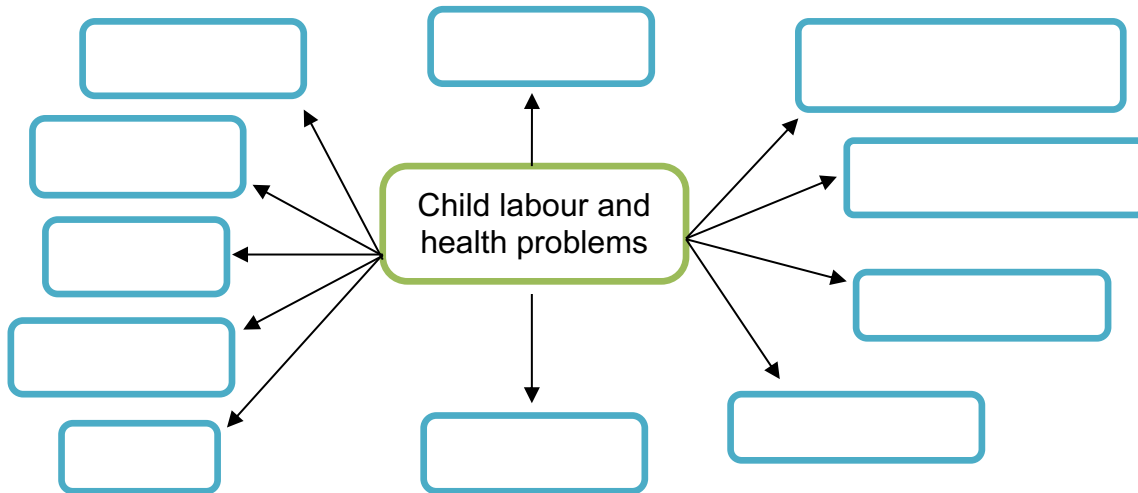
3) Read the list below about child labour and complete the title.

What are the of

- Poverty
- Economic crises and natural disasters
- Chronic emergencies
- Conflict and mass migration
- Government corruption and inadequate social protection measures

4) Complete the map with these words. Add some more if necessary.

exposure to chemicals, cancer and infertility, malnutrition, injuries, abuse, exhaustion, chronic backpain and musculoskeletal disorders, poor growth, psychological harm, infectious diseases, death.



5) Speaking. Work with a partner. Take a quick look at the map and cover it. Then take turns asking and answering the question: What are the effects of child labour? Try to remember as many words as you can.

6) Pair work. Look carefully at the Convention on the Rights of the Child available at https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf. and find out what it says about child labour. Then produce a poster for an anti-child labour campaign and share it with the class.