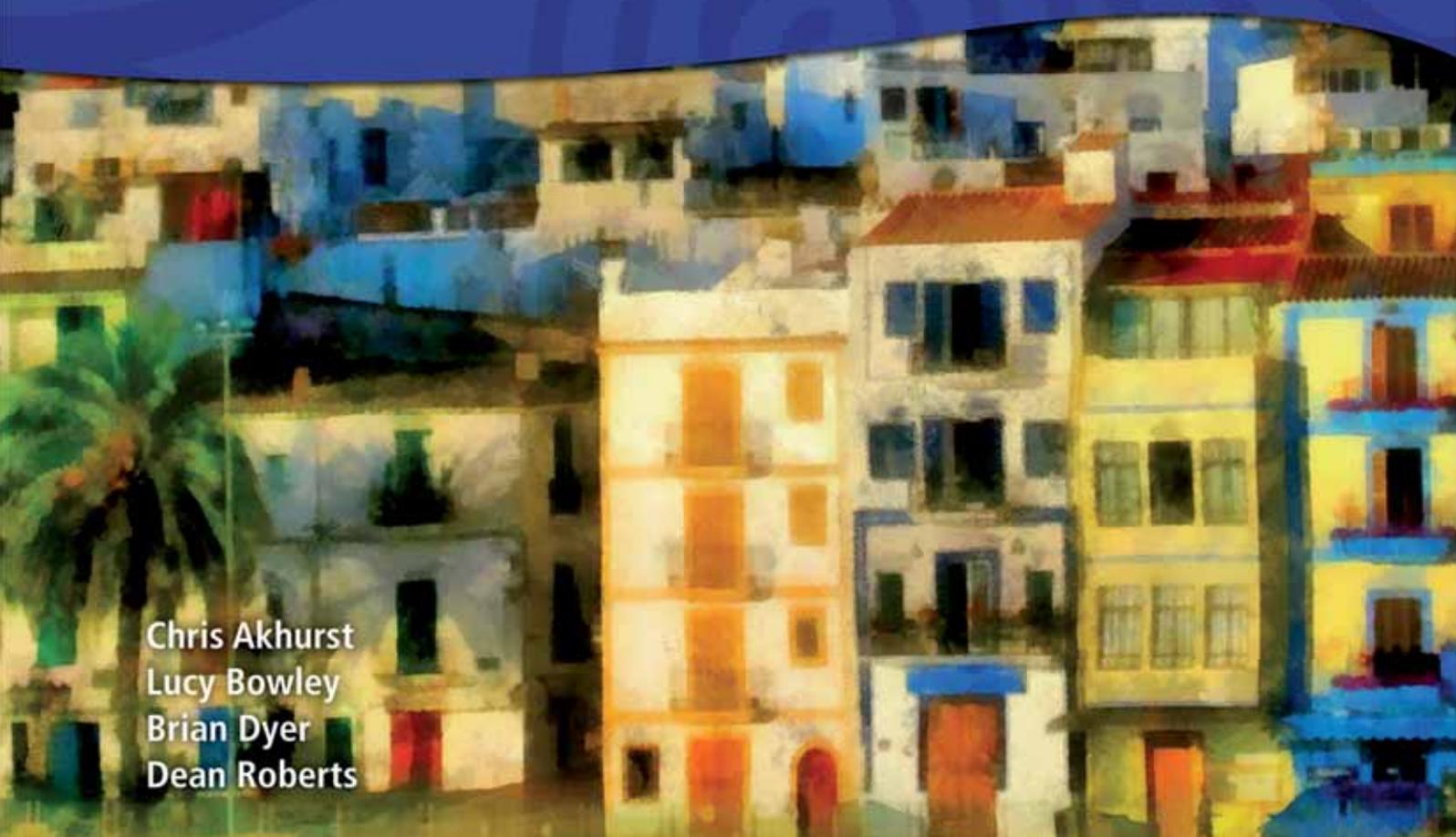


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# 12

# Global issues

## In this chapter you will:

- Visit China, Paraguay, and Singapore
- Read about trade between countries, living a carbon-neutral life, and global diets
- Write about your favourite brands and ethical trade
- Listen to a company boss, a nuclear power plant worker, and a musician
- Talk about how to look after the planet better, how you would rebrand a favourite product, and how we can improve the way we recycle.

## Key study skills:

- using open questions when *speaking*
- recognising people's views and opinions when *listening*
- *reading* and interpreting diagrams and charts
- practising the use of sub-headings when *writing* notes

# Global trade and advertising

## Thinking out loud

There are some brands which are familiar in nearly every country around the world. They are a global presence. However, it is not always just their names which are familiar, but also their advertising slogans, or taglines, which are also well-known.

If the company is 'connecting people' then we will probably think of Nokia; when we are told to 'just do it' then we will think of Nike. Language and images are powerful forms of branding for companies. What are your favourite brands? Are they advertised by well-known film stars or sports stars?

## Developing a discussion

There are many reasons why we choose a particular brand. Look at some examples below.

- Peer pressure
- Advertising skill
- Price
- Tagline
- Ethics
- Quality

In pairs, ask each other about your favourite brands. Try to choose questions which will encourage interesting answers.

## Study tips

### Using open questions

In conversations, it is best not to use too many questions which could be answered quite simply with 'yes' or 'no' – these are called **closed questions**. If you ask a question which invites a longer response, it called an **open question**. Open questions usually lead to more effective dialogue.

Think about the discussion you have just had about your favourite brands – were there lots of yes and no responses? How did you invite the other person to speak at length? A good way to ensure an open question is to begin the question with 'why'. Let's practise this as it will help you when you take your speaking test.

One of the ways that you will be assessed in your speaking test is according to the fluency

and development of your conversational skill. So it follows that you will need the right questions and prompts to enable you to demonstrate this. During the test, the teacher will ask a series of open questions to help you respond, but you can also contribute to the discussion by asking a few questions yourself. A two-way conversation is the aim; so both of you are involved in discussing the topic.

Here's an example of a closed and an open question, and then a prompt:

**Closed** – "Have you ever been to India?"

**Open** – "What do you think you might like about India?"

**Prompt** – "India seems a fascinating place to me. I think everyone should go there at least once ..."

Can you see how open questions and prompts help to develop a conversation?

Now try it yourself. With a partner, start off with a closed question, and between you convert it to an open question. Now develop this into a prompt – a statement which is not actually a question, but which invites a response from the listener. Try a few of these until you are both happy with this new skill.

## Sample responses from students

**Track 12.1** Listen to these three short discussions.

- Which one do you think is the most productive conversation? Which one uses more open questions and prompts?
- Which is the least productive? How would you improve this particular discussion?

- The other discussion is acceptable in parts, but it has some areas where it would be difficult to respond if you were the student. Can you spot these areas?

Here's a hint – if you are taking part in a conversation and you are being asked too many closed questions, do two things:

- 1 Convert these to open questions – respond with yes or no, but then go on and add more information, detail, and examples.
- 2 Ask the other person an open question, and maybe they will realise that a lively discussion needs open questions! For example: "No, I haven't been to India – but I think you have though, what's it like?"

## Ethical brands

Many national companies, and multinational companies, now make a promise to their customers that the products they are buying have been made in an **ethical** way. Ethical means the product has been made in a way which is not harmful to the environment, animals or people, and in many cases, helps them. Beauty products in particular often promote the fact they have been made without any animal cruelty or animal testing.

## Liz Earle

**Track 12.2** Listen to a talk by Liz Earle, the co-founder of a beauty company which ensures its products have been ethically produced, and not tested on animals.

## Check your understanding

- 1 What made Liz first start her company?
- 2 What reasons does Liz give for being ethical? Give two examples.
- 3 Who can use Liz's beauty products?
- 4 Where do some of the company's profits go? Give one example.
- 5 How can we find out more? Give two examples.





## Writing a review

You have been asked to test one of Liz Earle's products, and write a review based on your experience of using it. In your review, include the following:

- what attracts you to Liz's company and why it has been successful
- a description of the product and how effective it was
- why you would, or wouldn't, recommend the company and its products to others.

### Building your vocabulary



Watch the following video clip and tick some of the words which the advertisers have used to create a positive impression:

<https://www.youtube.com/watch?v=SJ1lhMHd0YU&list=PL07D55B4A1B4I0082&index=2>

- |  |  |
|--|--|
| <input type="checkbox"/> Premium         | <input type="checkbox"/> Organically certified |
| <input type="checkbox"/> Modern          | <input type="checkbox"/> Specially blended     |
| <input type="checkbox"/> Traceability    | <input type="checkbox"/> Pure                  |
| <input type="checkbox"/> Hand-gathered   | <input type="checkbox"/> Best-selling          |
| <input type="checkbox"/> Highest quality | <input type="checkbox"/> Fair price            |
| <input type="checkbox"/> Cheap           | <input type="checkbox"/> Enriching             |

In small groups, pick a product which you are going to advertise to the class; it could be a real one or a made-up one.

Use some of the words from the tick list and create a one-minute advert for your product. Now present your advert to the class.

## Image is everything!

Sometimes, and often at great expense, companies decide to change their image. Look at some of the reasons below and with a partner, try to add to the list:

- Making the company seem more modern
- Changing the name to make it sound catchier
- Use fresh images and/or colours to make the company more appealing
- Adjusting themselves for a new and different market

You are going to research a company which has changed its image. With your partner, research your chosen company. Find out what the original

name for the company was and whether they have changed it. Or have they changed the name of any products they sell? Or have they re-designed their company logo? Why have they made changes? What was their aim in looking so closely at their previous image?

Now, present your findings to the class. How many people were surprised to hear of the re-branding of your company?



## Creating your own label

Now, think of your favourite brand – the name, the logo, the packaging. If it were up to you to re-brand the company, how would you do it?

Choose a product you are going to rebrand for a global market. Decide what features need to be changed – colour, letter font, name of product, packaging material – and what you are going to change it to.

If you can, create the new packaging, either physically or on a computer, so that you can actually show the class what changes you have made in your rebranding.

Do a quick head count. How many people prefer the new branding to the old version?

## Early traders

Before we had the Internet to shop with, and before there were shopping malls, people used to buy the items they needed locally, perhaps from the people who had actually made the goods. It is likely that each person in a local area had a skill to make a specific item, which was then traded for other items.

Ever since we have produced food, we have been able to trade. This in turn led to exchanges which meant a product could be swapped for other goods, and perhaps even a long way away from the place it was made. An example of this is the Silk Road, in China, along which goods were traded.

## Building your vocabulary

First, look at the words below, which you will read in the next article:

**region caravan stock valuable import**

Check their meaning. Have you used any of the words before?

Now put each word into one of the gaps below:

- 1 He had plenty of .....; he just needed more customers.
- 2 Since we have few natural resources in our country, we have to ..... what we need.
- 3 The necklace was very beautiful, and ..... too.
- 4 There was a long ..... of camels crossing the desert.
- 5 The northern ..... of the country is also the coldest part.

## The Silk Road



The Silk Road is the most well-known trading route of ancient China. Trade in silk grew under the Han Dynasty (202 BC–AD 220) in the first and second centuries AD.

### Origins

At first, the Chinese traded silk within their country. Caravans from China would carry silk to the western edges of the region. Often small Central Asian tribes would attack these caravans hoping to capture the traders' valuable stock. As a result, the Han Dynasty extended its military defences further into Central Asia from 135–90 BC in order to protect these caravans.

Chan Ch'ien, the first known Chinese traveller to make contact with the Central Asian tribes, later had the idea of expanding the silk trade and so the Silk Road was born.

The route grew with the rise of the Roman Empire because the Chinese gave silk to the Roman-Asian governments as gifts.

### Spanning Two Continents

The 7000 mile route spanned China, Central Asia, Northern India, and the Parthian and Roman Empires. It connected the Yellow River Valley to the Mediterranean Sea and passed through places such as Chinese cities Kansu and Sinkiang and present-day countries Iran, Iraq and Syria.

North-western Indians who lived near the Ganges River played prominent roles in the China-Mediterranean silk trade because as early as the third century AD, they knew that silk was a valuable product of the Chinese Empire. The trading relationship between

the Chinese and the Indians grew stronger with increased Han expansion into Central Asia. The Chinese would trade their silk with the Indians for precious stones and metals such as jade, gold, and silver, and the Indians would trade the silk with the Roman Empire. Silk proved to be an expensive import for the Roman Empire since its trade across Indian and Central Asia was heavily controlled by the Parthian Empire.

### Social Consequences of the Silk Road

While the Chinese silk trade played a minor role in the Chinese economy, it did increase the number of foreign merchants present in China under the Han Dynasty, exposing both the Chinese and visitors to their country to different cultures and religions. In fact, Buddhism spread from India to China because of trade along the Silk Route, similar to the way Islam spread along trans-Saharan routes in medieval West Africa.

### The Silk Road's Decline

The Chinese traded silk for medicines, perfumes and precious stones. As overland trade became increasingly dangerous, and overseas trade became more popular, trade along the Silk Road declined by the end of the fourteenth century.

[www.thinkquest.org](http://www.thinkquest.org)

## Check your understanding

- 1 Approximately when was the Silk Road started?
- 2 Where did people trade on the Silk Road at first?
- 3 Give the names of two modern-day countries the Silk Road passed through.
- 4 Give two examples of items the Indians traded silk for.
- 5 Give an example of a social change the Silk Road brought.

## ✎ Writing a travelogue

What would it have been like to have been part of a group travelling with your goods along the Silk Road?

Using the photo and the article to help you, write an account of your journey along the Silk Road. Include the following:

- how you felt when you started on the journey
- some events that occurred during the journey that were particularly memorable
- whether you would go on the return journey.

## Key skills

### Responding concisely with appropriate detail

When completing short-answer listening questions, you may be limited to a maximum number of words in your response. This means you need to be concise when giving information, so it is useful to know exactly which information is being asked for.

Let's analyse the following questions:

- 1 How many people are there in the world?  
Pick the best response from these options below:
  - a. Seven billion.
  - b. Seven billion people including adults and children.
  - c. Seven billion people who all need places to live.How about this question – what is the most likely response?
- 2 When was the Ford car company started?
  - a. Since 1929.
  - b. In 1929.
  - c. After 1929.What kind of detail is this question looking for?

- 3 Where are Peter and Jane?
  - a. One of them is at the main square.
  - b. Discussing what to do with their day.
  - c. At their hotel.Note how much information is needed here. Which is likely to be the best response?
- 4 Give two reasons why Sunny is buying the soap.
  - a. Pure and organically-certified.
  - b. It is the cheapest soap he has seen and he likes it.
  - c. It is organically-certified, cheap, and pure.

🎧 **Track 12.3** Listen to the recordings on the CD. Even though you had not heard what is actually said, how many of the four questions did you get right? Predicting what detail is needed and providing it as concisely as you can is an important listening skill.

## Study tips

### Recognise and understand opinions and attitudes

There will be occasions in your Listening test where you will be asked to match a speaker to his or her opinion, based on comments that each person makes about a particular topic or issue. Let's practise this here.

Before we listen to the recording, form a small group of 4 or 5 and discuss the following opinion for about five minutes:

*"We need to develop the transport industry so that it becomes global. The best way to bring people together around the world is without doubt to make them travel more and visit each others' countries more often."*

How many different views were raised in your group discussion? How many people agreed with the opinion, and how many disagreed? What were some of the other, connected issues that emerged?



**Track 12.4** Listen to the views that six people present about a proposed new rail link. They each have different opinions but of

course may also agree with each other to some extent. However, the key skill here is for you to identify the way in which each person *differs* in his or her views from the others.

Now try and match the speakers to the opinions. Just to make it interesting, we have added an opinion which none of the six people have. Can you tell which one it is?

- |          |   |
|----------|---|
| Jane     | A Thinks that faster trains means more effective business       |
| Mohammed | B Believes that the investment is well worth it                 |
| Sarah    | C Thinks that there is no evidence that the rail link is needed |
| Miguel   | D Takes a balanced view   |
| Trevor   | E Would rather see the airline industry developed               |
| James    | F Wants to see much quicker train journeys                      |
|          | G Understands the need for the link but is pessimistic          |

## Language focus

### Conjuncts and conjunct phrases

Subjects like new rail links, or favourite brands, invite us to give an opinion. When we are explaining why we have a particular opinion, there are certain words we tend to use which signal to the reader (or listener) that an opinion might be forthcoming. These words are called conjuncts. You may already use words such as:

**Because Since As Also Therefore However**

Have a look at these two examples of how we might use linking words:

Since we have learnt about fair trade in school, we have decided to buy products from ethical companies only.

One company we have heard about pays their farmers extra money. Therefore, the farmers are able to look after their families better and send their children to school.

We can increase the range of linking words we use by including linking phrases – these are sometimes called conjunct phrases:

**Due to As a result Ever since**  
**Following on from As a consequence**

Here are two examples of how linking phrases can be used:

Due to the fact that the company has made some ethical choices, all the farmers who work for it have benefitted a lot.

Ever since they publicised their ethical trading views, the company's profits have increased each year.

Now, look at the five phrases below. Add an opinion to each one, using one of the conjuncts or conjunct phrases above. You can modify the beginning of the phrase or you can end with an opinion.

- 1 ... my favourite brand of shoe is ...
- 2 ... the music shop near the school has closed ...
- 3 ... my mother always cooks pasta ...
- 4 ... my best friend has just ...
- 5 ... I always have to watch ...

Now create five sentences of your own using linking words and phrases – be sure to convey an opinion in each of them. Share your sentences with a partner and try to spot each other's use of conjuncts.

# Global population

## Too many people?

One reason why people have been tempted to destroy some of the natural land around them has been because of a constantly increasing global population. As each decade passes, there are millions more people in the world.

### Thinking out loud

There are more and more people in the world with every passing day. Is this, however, a good thing, or will we find that one day there are simply too many people in the world for us all to cope? What do you think is the best way to manage population? Maybe we need to build some homes on the moon?



### Writing a letter to the editor

Write a brief 'letter to the editor' to a newspaper in response to an article about population control. The article suggested that the Earth already has enough people and too many problems as a result of this. Examples given were poverty, lack of food in certain places, wars, too many differences of opinion between different cultures, and spreading disease.

In your letter respond to these views and provide your own very strong opinion on this matter.



### A public meeting

There is going to be an open debate at the local town hall tonight. The local council are proposing to build an additional 2000 houses in the town and they want to collect the views of the current residents and of people who feel they will be affected by the plans. There will be a panel of experts taking part in the debate.

Each person attending has been asked to submit one question for the panel.

Prepare your question.

In turn, pose your questions to the class and discuss what the different responses might be.



## The sky's the limit

Around the world more and more cities are having to build upward rather than outward. Read about one hotel which did just that and now offers its guests incredible views whilst they swim.

### Building your vocabulary

Before you read the article, see if you can pick the correct word from the pair given which will complete each sentence below. When you read the article, you should be able to use these context clues to see whether you were correct.

- 1 When deciding where to stay on holiday, the quality of the **accommodation/living** is important.
- 2 When on top of the highest peak, he was able to have a **poor/panoramic** view of the city.
- 3 From above, the city's **skyline/hemline** is impressive, full of modern buildings.
- 4 The building of the tallest hotel in the world was incredibly **complex/easy**.
- 5 The new company headquarters in the city is their **crowning/heading** glory.

Singapore's newest entertainment destination, Marina Bay Sands, offers luxury **accommodation**, shopping, dining, world-class entertainment, and business facilities.

The biggest hotel in Singapore has three 55-storey towers, 2,560 luxury rooms and suites, and 18 different room types. Its 230 luxury suites



come with a waiter; VIP privileged access; and **panoramic** views of the South China Sea and the Singapore **skyline**.

With its sloping towers (angled as steep as 26 degrees) and connecting legs at Level 23 to form a single building, the hotel is one of the most **complex** establishments ever built.

One of the largest art commissions ever completed as part of a building, the hotel will also be home to the Marina Bay Sands Art Path. The Art Path features seven art works by five world-famous artists.

**Crowning** the three hotel towers of Marina Bay Sands at 200 metres in the sky, the Sands SkyPark stretches longer than the Eiffel tower when laid down. The Sands SkyPark is also home to a 150-metre infinity-edged swimming pool to complete the luxurious experience.

[www.yoursingapore.com](http://www.yoursingapore.com)

# Carbon-neutral

Some people believe an increasing population has had a negative effect on the environment in which they live and so have decided to move away from increasingly busy towns and cities to live a life in more rural areas. In some cases, their lives are completely carbon-neutral. This means that the energy they are consuming has no negative impact on the environment around them.

## Thinking out loud

Imagine you had to survive without technology for a week. What would you miss most? How much would it affect your daily life to not be able to rely on technology?

## Building your vocabulary

Below are some words and phrases from the article you are going to read next. Find a synonym for each one. The first one has been done for you:

symbolises	represents
energy efficiency	
sacrifices	
responsible	
climate change	
motivation	
sustainable	
participated	

## Vinod – my carbon neutral life

Asia **symbolizes** the progress that has been achieved in reducing poverty but also highlights **climate change**. It's rightly said that the war on climate change will be won or lost in Asia. The Asian Development Bank (ADB) is uniquely positioned not only to support a more environmentally sustainable development agenda, but also to lead in this.

The great challenge would be to make it carbon-neutral to encourage all development, especially those which include building, to adopt carbon-neutral ideas.

Nearly 1,400 people at the ADB **participated** in the week-long campaign to reduce environmental impact, trying out more sustainable options in transport, food, energy and water use.

I suggest at least three changes for people to make:

- First, we'd like to go *fully paperless*, avoiding printing anything.
- Second, we'd like to contribute to *greater energy efficiency* by turning off lights which are not needed, for example.
- Third, I have always wanted to go *vegetarian*. The No Impact Week program gave me the extra **motivation** to go meatless every other day from now on.



When you think of these steps, as well as the bigger picture of a carbon-neutral world, what is striking is that they do not really involve **sacrifices** or discomfort. Whether it's going paperless, or using less energy, or turning vegetarian, such actions testify to a more **responsible** way of living – and with greater satisfaction and joy.

All of us can be involved in our own distinct ways in the drive for a more a **sustainable** lifestyle and pattern of growth. Taken together, we can make a better life and a better planet.

By Vinod Thomas on Wed, 30 January 2013

## Check your understanding

- 1 How many people took part in the ADB's campaign to reduce our impact on the environment?
- 2 Give two examples of sustainable options which participants tried.
- 3 How does Vinod suggest we can be more energy-efficient? Give one example.
- 4 What inspired Vinod to eat less meat?
- 5 Give two examples Vinod gives for living in a more responsible way.

## Don McCarthy – a carbon-neutral life

It was a trip to the Amazon that really changed the way Don McCarthy viewed the world. He was a ballet dancer until he was injured in a dramatic accident after hitting the stage after diving off a man's shoulders and not being caught properly. During his recovery his therapist invited him to the Amazon where he spent a month, an experience that triggered an enormous change in his lifestyle.

Don fitted London's first grid connected solar panels onto his house. Five years later he installed solar panels to produce hot water. Having a digital display on his wall that monitors his electricity usage has made him increasingly efficient and for the last ten years Don has produced and exported more electricity than he imports.

He uses a large aluminium copper kettle to heat water for cooking and washing dishes. A rain water tank captures water on his roof, which flushes his toilets and comes through a tap for washing food and shaving.

Waste disposal is something Don is particularly passionate about. He avoids using disposable materials. Last year Don's gas bill was £20, his water bill on top of standing charge is £10 a year, he is neutral on electricity and he uses 16 litres of mains water a day, with the rest being rain water. To put this in context the average

person in Britain uses over 160 litres of water a day.

An area he is trying to improve on is food, admitting "I'm not the best vegetable grower. You really are at the mercy of the climate". He also doesn't drive or own a car; instead he opts for cycling on his bike, which is also convenient for taking on the train when he has to travel across the country.

As a vegetarian, Don doesn't condone meat-eating and says just cutting back slightly on meat intake can make a huge difference. Meat is responsible for eighteen percent of carbon emissions compared to the aviation industry, which is accountable for three to five percent.

Don believes it's completely possible for people to live the same quality of life using 80 percent less resources than we currently do. And it's not just about making big dramatic changes either. While most people throw out the whole toothbrush when it's worn out Don just disposes the head and keeps the same handle for years. He says, "We're in a major emergency mode for the safety of our planet and this applies to people in London as much as in Africa. It's really crucial we all do something about this, in the home, in the work place and as a wider community".

www.weekenderlife.co.uk

## Key skills

### Comparing and contrasting

When we *compare* two ideas, we are looking at the ways in which they are either the same or very similar.

To compare two ideas, we might use words like:

**both each neither similarly likewise also**

When we *contrast* two ideas, we are focussing on the ways in which they differ.

To contrast two ideas, we might use words like:

**but whilst on the other hand  
contrary to this in contrast however**

Let's compare and contrast two ideas related to energy sources:

- Solar energy is a form of energy which uses heat and light coming from the sun. It is a sustainable form of energy which has no apparent negative impact on the environment. Solar energy can be used for many things including heating water and powering air conditioning systems. Increasingly, people are installing solar panels on their roofs to provide their houses with a free form of energy.
- Nuclear energy is a form of energy which is created when the nucleus of an atom is split. Nuclear power can only be generated in nuclear power plants, which have large cooling towers giving off water vapour into the atmosphere. Nuclear energy needs to be

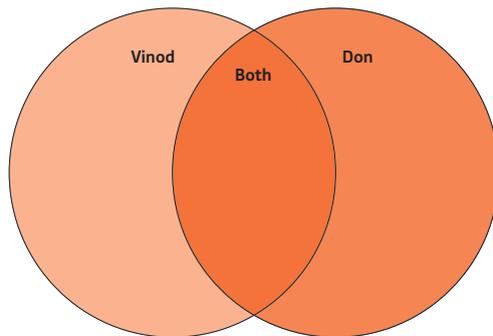
contained within the power plant because if a leakage occurs the results can be disastrous for the environment.

Now, look at the statements below and for each one decide whether the two ideas are being *compared* or *contrasted*:

- 1 Solar energy is natural energy from the Sun, whilst nuclear energy splits atoms and uses the resulting energy in a man-made environment.
- 2 When both forms of energy are working as they should, neither has a negative effect on the environment.
- 3 Individual homeowners are able to create a private source of solar energy by putting solar panels on their roofs. It is not possible, however, for individuals to create a private source of nuclear power safely.
- 4 There would probably be only a small threat to the environment if there were an explosion at a factory which relied on solar panels for energy. In contrast, an explosion at a nuclear power plant could be catastrophic.

Which words helped you decide whether they were comparing or contrasting sentences?

What ideas did Vinod and Don have which are the same? And how did their ideas differ? Compare and contrast their ideas by filling in a diagram similar to this one:

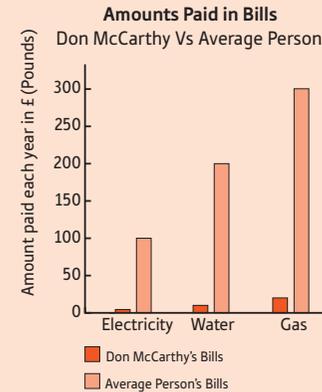


## Study tips

### Questions which use diagrams or charts

It is likely that you will be asked to obtain information from a diagram or a chart which is included in an informative article. The diagram provides additional details – usually in the form of data – and the question will invite you to interpret the diagram to extract a particular piece of information. Don't worry, your mathematics skills are not being tested here! The skill being tested is to retrieve facts and details.

Let's have a look at an example of this so that you can see what we mean. Remember – the diagrams have details that you *cannot find anywhere else in the article*. Take a look at the bar chart which is based on the extract about Don McCarthy and his carbon neutral life, and then answer the question.



**According to the chart, how much does an average person spend on gas each year?**

It is best to start by ignoring all the details in the diagram that do not relate to the question, just as you do when scanning a text.

Firstly, you need to look at the bars of the chart and decide which one refers to an 'average person'. One of the key words in the question is 'gas' so you need to find that first. Then look at the figures on the left hand side. The amount that corresponds to gas is '300'. In your answer you need to make sure that you make it clear what the number '300' refers to, because just '300' on its own has no meaning. Look at the information at the side and select the words that you need. You do not need all of them ... the important detail is 'pounds' or '£'.

Your answer can then be written as '300 pounds' or '£300'.

In pairs, see if you can find some other bar charts or diagrams, perhaps in your maths books, and write a question which begins with: "According to the diagram....." Now pass the diagram and question to another pair and see if they can answer the question.

### Sample responses from students

Look at the responses to these two questions below and decide which is the best response, which is close but lacks precision and which contains inappropriate information.

Q1. Which bill is the most expensive for Don McCarthy, and how much is it per year?

Student A – Gas and £20

Student B – Gas and 20

Student C – Gas and 20 \$

Q2. Which utility service would Don regard as his least significant concern?

Student A – Electricity

Student B – Electricity, then water, then gas

Student C – \$10 worth of electricity

## Meat-free diets

One of the suggestions both Vinod and Don make is to eat less meat. One person who would agree with that idea is the singer Paul McCartney. Perhaps most famous for being one of The Beatles band in the 1960s, today he campaigns for people not to eat meat on Mondays, which he calls 'Meat-free Mondays'.



Have a look at Paul trying to build up some support for his cause.

<https://www.youtube.com/watch?v=NnNFryHonQo>

**Be healthy and happy**  
Many of the world's leading health organisations now encourage a reduction in the amount of meat people consume. The World Cancer Research Fund recommends we "choose mostly plant foods, limit red meat and avoid processed meat".  
In 2010, a study found that eating meat no more than three times a week could prevent 31,000 deaths from heart disease, 9,000 deaths from cancer and 5,000 deaths from stroke, as well as save £1.2 billion in costs each year.

**Save the pennies**  
According to Office for National Statistics figures, the average UK family spends £13.10 a week on meat and fish, with £3.70 and £3 being spent on fresh vegetables and fresh fruit respectively. The cost of meat has risen 10 per cent, yet most of the basics of a meat-free diet are comparatively cheaper: plant proteins such as dried beans or lentils typically cost less than the equivalent amount of animal protein. In fact, most of the world's people eat a mostly meat-free diet made up of inexpensive foods such as beans, rice and corn. Eat less meat + more vegetables = save money!  
[www.meatfreemondays.com](http://www.meatfreemondays.com)

**Help our beautiful planet**  
According to the Food and Agriculture Organization of the United Nations (FAO), the livestock sector is currently "one of the top two or three most significant contributors to the most serious environmental problems, from local to global". The FAO estimates that livestock production is responsible for up to 18 per cent of global greenhouse gas emissions. World scientists at the UN agree that we need to reduce the amount of greenhouse gases in the atmosphere by 80 per cent by 2050 in order to avoid catastrophic climate change.



## Writing a protest song

Can you, as Paul suggests, write a better song than his to support Meat-free Mondays? Have a go! But make your song a protest song – and you are protesting against eating meat. You don't have to write the music, just the lyrics.

## Check your understanding

Fill in the gaps below using information from the text:

- The ..... sector is currently in the top three contributors to local and global problems.
- We reduce greenhouse gases by ..... per cent.
- One piece of advice the World Cancer Research Fund recommends is .....
- By eating meat no more than three times a week, we could save £.....
- The cost of meat has risen by ..... per cent.

## Global hunger

Of course, some of the world's population does not have access to as much food as they would like. So what can be done about this? Here are some facts about global hunger:

- Hunger is the world's No. 1 health risk. It kills more people every year than AIDS, malaria and tuberculosis combined.
- 870 million people** in the world do not have enough to eat. This number has fallen by 130 million since 1990, but progress slowed after 2008.  
*(Source: State of Food Insecurity in the World, FAO, 2012)*
- The majority of hungry people (**98 percent**) live in **developing countries**, where almost 15% of the population is undernourished.  
*(Source: State of Food Insecurity in the World, FAO, 2012)*
- Asia and the Pacific have the **largest share of the world's hungry** people (some 563 million) but this is decreasing.  
*(Source: State of Food Insecurity in the World, FAO, 2012)*
- Undernutrition contributes to **2.6 million deaths of children** under five each year – one third of the global total.  
*(Source: Levels and Trends in Child Mortality, UNICEF, 2011)*
- One out of six children – roughly 100 million – in developing countries is **underweight**.  
*(Source: Global health Observatory, WHO, 2011)*
- 66 million primary school-age **children attend classes hungry** across the developing world, with 23 million in Africa alone.  
*(Source: Two Minutes to Learn About School Meals, WFP, 2012)*
- WFP calculates that **US\$3.2 billion** is needed per year to reach all 66 million hungry school-age children.  
*(Source: Two Minutes to Learn About School Meals, WFP, 2012)*

## Check your understanding

- In the world, there are ..... million people who do not have enough to eat.
- ..... million children in developing countries are underweight.
- In Asia and the Pacific, there are ..... million hungry people.
- In developing countries, the number of underweight children is .....
- About ..... billion US dollars needs to be spent to reach all school-age hungry children.