

## e-lesson

Week starting: November 15, 2010

### 1. Sustainable progress?

This week's lesson is based on the United Nations Development Program's recently published *Human Development Report*, which says that its "Human Development Index" (based on income, life expectancy, and education) has increased in almost every country in the world in the last twenty years, but also that the threat of climate change jeopardizes this progress.

### Level

Upper intermediate and above (equivalent to CEF level B2 and above)

### How to use the lesson

1. Ask your students what factors they think determine a country's level of "development"? In what ways, if any, would they say development is different from "quality of life" (how comfortable or enjoyable someone's life is)? In which countries do they imagine quality of life is highest, and why? Ask them if they have ever heard of the UNDP's index for measuring "human development." From the name, what factors would they guess the index is based on?
2. Give your students between five and ten minutes to read through Worksheet A, encouraging them to look up new vocabulary. Tell them they are going to answer a series of questions on the text, but that they shouldn't write anything down at this stage.
3. Divide the students into pairs and hand out Worksheet B. Ask them to work together to complete the different types of comprehension questions in Exercises 1 and 2.
4. Check answers in open class.
5. Next, ask the students to turn over their copies of Worksheets A and B or to hand them back to you temporarily. Keeping the students in their pairs, ask them to attempt Exercise 3 on Worksheet C, which contains the text from Worksheet A with twenty mistakes that they have to identify and correct. Point out that the mistakes are not evenly spaced: some lines in the text might have more than one mistake, and some have none. Also explain that the mistakes are all grammatical or lexical, and that no correction requires them to write more than one additional word.
6. Check answers in open class. If you wish, hand out Worksheet D, which contains the full text with all the mistakes corrected in bold.

**Answers:**

**Exercise 1**

1. F 2. D 3. F 4. F 5. D 6. T 7. T 8. F 9. F 10. T

**Exercise 2**

1. Average income, life expectancy, and level of education.
2. The financial crisis.
3. The report says that most people are healthier, live longer, are more educated, and have access to more goods and services.
4. Because some of those countries have better health and education systems than others.
5. Because it could cause severe environmental problems in some parts of the world that will threaten the livelihoods of huge numbers of people.
6. The report says the link between economic growth and greenhouse gas emissions needs to be broken.

**Exercise 3**

See Worksheet D.

**2. Related websites**

Send your students to these websites, or just take a look yourself.

<http://hdr.undp.org>

The official United Nations Development Program website, with links to the 2010 *Human Development Report* and index, a report summary, interactive tools, and previous years' reports. Challenging for upper intermediate level.

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_Human\\_Development\\_Index](http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index)

From *Wikipedia*, a ranking of countries by HDI. Accessible to upper intermediate level.

[http://www.huffingtonpost.com/2010/11/04/best-and-worst-places-to- n\\_778965.html](http://www.huffingtonpost.com/2010/11/04/best-and-worst-places-to- n_778965.html)

An article from the *Huffington Post* (November 4<sup>th</sup>) with a picture slideshow of sixteen “best and worst places to live” according to the findings of the *Human Development Report*. Accessible to all levels.