Visions of the future – Part III: The environment and climate change

by Rainer Jacob



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In der dritten Einheit zu de habiturrel vanten Bereich Visions of the future beschäftigen sich die Lernender nit dem Lema Environment and Climate change. Sie untersuchen die aktuelle Betterungslage, betrachten Aspekte des Klimawandels und setzen sich kritisch und dem Konzungenering auseinander. Ein weiterer Schwerpunkt der Einheit liegt aus Einhalt lie



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Facts	1
Notes on the material	1
Topic 1: Population growth or decline	3
Topic 2: Climate change	13
Topic 3: Geoengineering	22
Topic 4: Climate writing	26
Topic 5: Working with a short story	42

Competences and skills.

By working with service actual text an extract from a short story and a diagram, students enhance their **realing** as we cas their **analysing competences**. Throughout the unit, they contain ally appears improve their **writing skills** and enhance their **vocabulary knowleds**. Students also train their **listening and viewing skills** by engaging years and pages atts.

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Overview:

List of abbreviations:

C Comment CT Creative Task

D Discussion/debate LVC Listening/viewing comprehension

M Mediation PR Presentation

R Research RC Reading comprehension

T Working with a text V Vocabulary VI Working with a video W Writing

Topic	Material Iv. hods/Skils
1: Population growth or decline	M1–M2 C, RC, I, V, W
2: Climate change	IVID-M5 M, PR, T
3: Geoengineering	M6 D, L.C, VI, W
4: Climate writing	, M11 E, CT, LVC, R, RC, T, W
5: Working with a short story	M12-M14 T, W

Topic 2: Climate change

M3 Worksheet - Tackling climate change



COVID-19 has taught us to change our bahviour. So, is it time to rethink to to tackle the other huge challenge to humanity: climate change?

Listen to the first part of a *Deutsche Welle* radio discussion on the topic, *Tab.* 2 Climate Change: Is Corona a Blueprint?:

https://raabe.click/en-tackling-climate-change (00:00-05:20) [l st access: 24/11/20 1].

Taking part in the discussion are:

- Helena Marschall (Fridays for Future)
- Stefan Rahmstorf (climatologist)
- Donata Riedel (Handelsblatt)



Listening comprehension



1. Who says what? Listen to the record, or the next time and match the participants in the discussion w. their statements. There are two statements you do not need.

statement	participant
We have to act now.	
The Corona pandemic is a we go to problem.	
The climate crisis hit us out of the blus.	
Global warming crisis will affect it in y future generations.	
The lockdown hit the eccomy very 1	
Warnings about a bal warning bay long been ignored.	
The climate crisis is a eat to civilisation.	
To stop global seming, we seed to change the way we do things.	
The splicial report from the IPCC made me aware of the polem.	
The c imate cross of ar more serious than the Corona pandemic.	

Topic 3: Geoengineering

M6 Worksheet - Geoengineering

Pre-viewing activity



- 1. Which major volcano eruptions do you know? What were then fects?
- 2. What do you know about the Paris Climate Agreement of 2015?

Viewing comprehension



- 3. Watch the video for the first time and answ r the quations. https://raabe.click/en-geoengineering [last account 1].
 - a) Which graphs/tables are shown in the video.
 - b) Which government leaders can you identify?
 - c) Which article of the Paris Agreement is change?
 - d) Who says, "The Paris Climate Accounts sim, y the latest example of Washington entering into agreement that disadvantages the United States"?
- 4. Watch the video for a second time and the notes to answer these questions.
 - a) What was the double fect of the eruption of Mount Pinatubo?
 - b) How was the positive effect of the outbreak created?
 - c) How could the effect of the volume c eruption be simulated?
 - d) What are the once about geoengineering?

Discussion



5. After wite, or the video discuss the pros and cons of geoengineering with reference to the statements by the experts in the video.

Composition



pengineer the solution to global warming or are there other ways to fight a late change? Write a letter to the editor of *The Economist* expressing your view. Observe the formal rules.

M9 Worksheet - Environmental disasters in literature

Reading comprehension

1. Read the text *Environmental disasters in literature*. Fill the gaps with work from the box

transformation – incessant – jungles – state – mean – barrier – size impact – extinction – pesticides – landmark – alerted – heeded – generated – argued – denies – hurricane – interference



- 2. Name the reason for the destruction of the a ronment along to Ballard and Carson respectively.
- 3. Sum up Michael Crichton's reasonin, about climate ange.

Comment/Speech

4. Read the article from the *Guardian* adjustite as amment or a speech in which you express your view of co. ate change demal today. https://raabe.click/en-guardian-climate_bange

[last access: 24/11/2021]

You can also use additional information from this video: https://raabe.click/en-climate ange-deniers

[last access: 2/ ___ ?1]

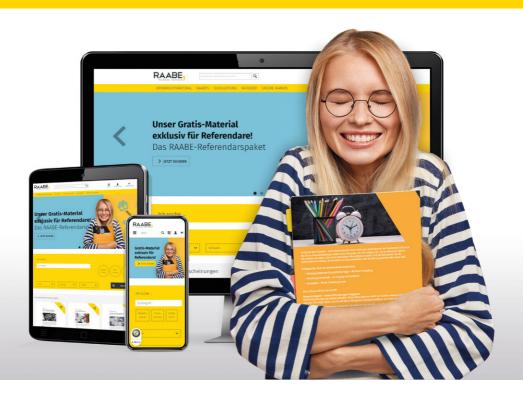






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