

Climate Change



Pre-Reading

A. Warm-Up Questions

1. What does the word 'climate' mean?
2. What is the temperature in your city or town today? Is this 'average' for this time of year?
3. Who/what causes climate change?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------------|---|
| _____ 1. average | a) the area where plants and animals live |
| _____ 2. drought | b) usual, typical |
| _____ 3. blame (<i>noun</i>) | c) to block movement |
| _____ 4. trap | d) a large variety |
| _____ 5. gas | e) an air-like substance that can expand but has no shape or volume (e.g. CO ₂) |
| _____ 6. habitat | f) to make necessary changes |
| _____ 7. diversity | g) a lack of rainfall, extreme dryness in the climate |
| _____ 8. adapt | h) the responsibility for a bad thing that happened |

Reading

CLIMATE CHANGE

1. Many people agree that the earth is in serious trouble due to climate change. Around the world, **average** temperatures are higher now than they were 50 years ago. Extreme weather events such as hurricanes, **droughts**, wildfires, and floods are more common too. According to scientists, much of the **blame** falls on humans.
2. Global warming occurs when the earth's atmosphere **traps** the sun's heat and blocks it from going to space. This is called 'the greenhouse effect'. Many types of **gases**, including carbon dioxide (CO₂) and methane, cause this blockage. Do you buy furniture, eat meat, or drive to school or work? All of these everyday activities contribute to the greenhouse effect.
3. One of the regions showing the early effects of climate change is the Arctic. Higher temperatures result in warming oceans. Much of the sea ice in the Arctic is melting. The decrease in sea ice is causing Arctic animals to lose their **habitat**. As environments change, plants and animals die off. What will this loss in **diversity** mean for the earth?
4. Climate change is happening whether we like it or not. Many scientists believe it is impossible for us to undo the damage. There are many things we can and must do, however, to prevent further harm. We must also learn how to **adapt** to our warming planet. How much time do humans have left? When will we stop *playing the blame game*?

Note

The word 'blame' can be both a *verb* and a *noun*.

- I took all the blame. (*noun*)
- Don't blame me! (*verb*)

Playing the Blame Game

This expression means that everyone blames someone else for a problem. Let's think about climate change. Here are some people who blame others for climate change:

- Youth blame politicians.
- Politicians blame the media.
- The media blames consumers.
- Scientists blame all humans.

How does playing the blame game hurt the planet?

Comprehension

A. Questions

Discuss these questions in pairs and write the answers in your notebook.

1. What is different about the earth's climate now compared to 50 years ago?
2. Define 'the greenhouse effect' in your own words.
3. Why does the reading mention *meat*?
4. How does melting sea ice in the Arctic affect the whole world?
5. How does the reading end?

B. Sorting

Look at the topics. Which paragraph in the reading does each one belong to?

- _____ A. Humans need to react and adapt to climate change.
- _____ B. Human activity contributes to the greenhouse effect.
- _____ C. Look at the Arctic to see the effects of climate change.
- _____ D. Climate is changing around the world.

Movement Break

Homophones are words that sound the same but have different meanings and/or spelling (e.g. *whether* and *weather*). Stand up and practise this rhyme with your class. Think of an action for each line.

WHETHER OR WEATHER?

Whether the weather be fine,
Whether the weather be not.
Whether the weather be cold,
Whether the weather be hot.
We'll weather the weather,
Whatever the weather.
Whether we like it or not.

Vocabulary Review

A. Word Forms

Circle the correct word to complete each sentence.

- | | | |
|---|---|--|
| <p>1. Don't put the _____ on me.
I always take the bus.</p> <p>a) average
b) blame
c) trouble</p> | <p>3. Animals will _____ to
their surroundings.</p> <p>a) adept
b) adapt
c) adopt</p> | <p>5. The _____ caused the swamps
to dry up.</p> <p>a) drought
b) hurricane
c) flood</p> |
| <p>2. _____ loss occurred because
of the wildfires.</p> <p>a) Habitat
b) Ocean
c) Gas</p> | <p>4. Warmer oceans cause a loss in
plant _____ .</p> <p>a) diverse
b) diversity
c) diversion</p> | <p>6. Methane is a type of
greenhouse _____ .</p> <p>a) gassed
b) gas
c) gases</p> |

B. Opposites

Circle the word that means the **opposite** of each word from the reading.

- | | | |
|---|--|---|
| <p>1. trap</p> <p>a) block
b) release
c) fix</p> | <p>3. harm</p> <p>a) help
b) ignore
c) damage</p> | <p>5. melt</p> <p>a) increase
b) decrease
c) freeze</p> |
| <p>2. diversity</p> <p>a) difference
b) similarity
c) troublesome</p> | <p>4. drought</p> <p>a) desert
b) hurricane
c) flood</p> | <p>6. loss</p> <p>a) death
b) lost
c) increase</p> |

Grammar Review

MANY & MUCH

A. Quantifiers

A **quantifier** is a word that comes before a **noun** (a person, place, or thing). It shows the **quantity** (amount) of that noun.

Quantifiers have no specific amounts attached to them. Two common quantifiers that are commonly confused are *many* and *much*.

Read the chart. Then go back to the reading and circle all of the instances of *many* and *much*.

Quantifier	Many	Much
Meaning	a lot, a large number	a lot, a large amount
When to Use	<ul style="list-style-type: none"> before plural, count nouns in affirmative (positive) sentences, negative sentences, and questions 	<ul style="list-style-type: none"> before non-count nouns in negative sentences and questions
Examples	<ul style="list-style-type: none"> The earth has many problems. We don't get many hurricanes here. How many business trips do you take each year? 	<ul style="list-style-type: none"> The mayor wasn't much help. How much gas do you use in a week? How much is the veggie burger? (= <i>how much money?</i>)

B. Practice

Fill in the blanks using *many* or *much*.

- _____ rain
- _____ animals
- _____ time
- _____ methane gas
- _____ plants
- _____ CO₂
- _____ food
- _____ ice
- _____ hurricanes
- _____ oceans

Discussion

1. Identify the extreme weather events from the reading. Have you experienced any of these in your region?
2. Why do politicians and scientists often disagree about climate change?
3. What do you know about Greta Thunberg? Share your knowledge with your classmates.
4. Why is climate change such an important issue for today's youth?

Class Survey

Walk around the class and ask your classmates the questions in the chart. Write their answers in the blank boxes.

What can schools do to prevent climate change?	What can businesses do to prevent climate change?	What do you already do to prevent climate change?

Listening

Fill in the blanks as you listen to the recording.

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