

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

by Rainer Jacob



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In der dritten Einheit zu dem abiturrelevanten Bereich *Visions of the future* beschäftigen sich die Lernenden mit dem zentralen Thema *Environment and Climate change*. Sie untersuchen die aktuelle Bevölkerungslage, betrachten Aspekte des Klimawandels und setzen sich kritisch mit dem Konzept *Geoengineering* auseinander. Ein weiterer Schwerpunkt der Einheit liegt auf *climate fiction*. Die Schülerinnen und Schüler lernen das literarische Genre, einige seiner Vertreter sowie Beispiele daraus kennen.

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Competences and skills

By working with several actual texts – an extract from a short story and a diagram, students enhance their **reading** as well as their **analysing competences**. Throughout the unit, they continually apply and improve their **writing skills** and enhance their **vocabulary knowledge**. Students also train their **listening and viewing skills** by engaging with videos and podcasts.

Overview:

List of abbreviations:

C Comment
D Discussion/debate
M Mediation
R Research
T Working with a text
VI Working with a video

CT Creative Task
LVC Listening/viewing comprehension
PR Presentation
RC Reading comprehension
V Vocabulary
W Writing

Topic	Material	Methods/Skills
1: Population growth or decline	M1–M2	C, RC, T, V, W
2: Climate change	M3–M5	C, D, M, PR, T
3: Geoengineering	M6	D, L, C, VI, W
4: Climate writing	M7–M11	C, 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 behaviour. So, is it time to rethink how to tackle the other huge challenge to humanity: climate change?

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

<https://raabe.click/en-tackling-climate-change> (00:00–05:20) [last access: 24/11/2021].

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 recording of the first time and match the participants in the discussion with their statements. There are two statements you do not need.

statement	participant
We have to act now.	
The Corona pandemic is a worldwide problem.	
The climate crisis hit us out of the blue.	
Global warming crisis will affect many future generations.	
The lockdown hit the economy very hard.	
Warnings about global warming have long been ignored.	
The climate crisis is a threat to civilisation.	
To stop global warming, we need to change the way we do things.	
The special report from the IPCC made me aware of the problem.	
The climate crisis is far 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 their effects?
2. What do you know about the Paris Climate Agreement of 2015?

Viewing comprehension



3. Watch the video for the first time and answer the questions.
<https://raabe.click/en-geoengineering> [last access: 24.11.2022]
 
 - a) Which graphs/tables are shown in the video?
 - b) Which government leaders can you identify?
 - c) Which article of the Paris Agreement is shown?
 - d) Who says, "The Paris Climate Agreement is simply the latest example of Washington entering into an agreement that disadvantages the United States"?
4. Watch the video for a second time and take notes to answer these questions.
 - a) What was the double effect of the eruption of Mount Pinatubo?
 - b) How was the positive effect of the outbreak created?
 - c) How could the effect of the volcanic eruption be simulated?
 - d) What are the concerns about geoengineering?

Discussion



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

Composition



6. Geoengineering is the solution to global warming or are there other ways to fight climate 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 words from the box.

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



2. Name the reason for the destruction of the environment according to Ballard and Carson respectively.
3. Sum up Michael Crichton's reasoning about climate change.

Comment/Speech

4. Read the article from the *Guardian* and write a comment or a speech in which you express your view of climate change denial today.
<https://raabe.click/en-guardian-climate-change>
 [last access: 24/11/2021]



You can also use additional information from this video:
<https://raabe.click/en-climate-change-deniers>
 [last access: 24/11/2021]



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