

Glaciers

Level: upper-intermediate (B2)

Time: 45 minutes

Aims:

- To learn about glaciers
- To learn about the environment change
- To learn about the results of glaciers melting
- To learn vocabulary connected with glaciers
- To look for specific information in the internet
- To read for specific information
- To transfer the information.

Language functions:

- To describe the places
- To predict and analyze
- To plan a webquest
- To compare and analyze
- To look for specific information
- To read for specific information
- To use the research to create a webquest.

CLIL: Geography and IT technology

Materials: web pages, worksheets

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm – up activity	To provide students with introduction to the topic. To make a mind map. To revise and learn vocabulary.	Start your lesson by telling your students that today's topic of the lesson is glaciers. Next ask them to make a mind map of the words they can link with glaciers. Allow some time to do the task and some time for a short discussion and then ask each pair/group to present their maps. You may put some of the ideas on the board. Make sure your students are familiar with these words. See worksheet A – glossary. As an optional exercise, you can do the task – Worksheet A 2. This is a word search to make students remember the words, especially the spelling.	8-10 min	Worksheet A Worksheet A 2

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Main part of the lesson	<p>To introduce the topic.</p> <p>To get students interested.</p> <p>To work with web pages.</p> <p>To look for specific information.</p> <p>To transfer the information.</p>	<p>1.Introduction</p> <p>Ask your students what they know about glaciers. Then tell your students to go to page: https://nsidc.org/cryosphere/glaciers/quickfacts.html and read some facts about glaciers.</p> <p>Then ask them to read the following parts:</p> <ul style="list-style-type: none"> • What is glacier? • How are glaciers formed? • Why do they move? • What are components of a glacier? <p>Make sure your students understand the words used in the text, if not explain what is necessary. With a glossary your students should not have problems with understanding the text.</p>	5 min	<p>https://nsidc.org/cryosphere/glaciers/quickfacts.html</p> <p>Worksheet B</p> <p>http://video.nationalgeographic.com/video/glacier-melt</p> <p>http://nsidc.org/data/google_earth/images/glacierpair.png</p>
	To use vocabulary connected with glaciers.	<p>2. Exercise –vocabulary</p> <p>Give your students worksheet B with true/false statement. Ask them to do this task. They may work in pairs or groups. Check the answers with your students. Make sure everyone has the correct answers.</p>	15 min	
	To think about the future of our planet. To predict and analyze. To set a project.	<p>3. Video- glaciers melt</p> <p>Ask your students why they think glaciers melt. Make a list of possible answers on the board. After this time, ask students to go to page: http://video.nationalgeographic.com/video/glacier-melt and watch a short video about glaciers melting. Tell your students to think about possible results of glaciers melting. Then tell them that they will prepare a webquest on glaciers melt and its influence on the earth. The starting point of the webquest can be the picture of Toboggan Glacier in Alaska. (http://nsidc.org/data/google_earth/images/glacierpair.png)</p>	6 min	
Wrap-up	To revise and evaluate.	Give your students worksheet C with questions checking what they remember from the lesson. Students can work in pairs or groups while doing the quiz. Check the answers with your students.	2 min	Worksheet C

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Sources:

<https://nsidc.org/cryosphere/glaciers/quickfacts.html>

<http://video.nationalgeographic.com/video/glacier-melt>

Credits:

Pictures of glaciers: National Snow and Ice Data Center (comp.). 2002, updated 2009. *Glacier Photograph Collection*.