

## Global warming

*Level:* upper-intermediate ( B2)

*Time:* 45 minutes

*Aims:*

- To learn about global warming
- To learn about different causes of global warming
- To learn about the global warming effects
- To learn vocabulary connected with conservation
- To look for specific information in the internet
- To read for specific information
- To transfer the information.

*Language functions:*

- To describe global warming
- To plan and analyze
- To compare and analyze
- To use vocabulary connected with conservation
- To look for specific information
- To read for specific information
- To use the research to write an article.

*CLIL:* Geography/ Biology/ Chemistry and IT

*Materials:* web pages, worksheets

| STAGE                   | AIMS  | PROCEDURE   | TIME   | MATERIALS   |
|-------------------------|---|---|--------|---|
| Warm – up activity      | To provide students with introduction to the topic.<br>To talk about global warming.  | Start your lesson asking your students what they know about global warming. Students can work in pairs or small groups depending on the size of your class. Allow some time for short discussion and then ask each pair/group to present their answers. You may put some of the ideas on the board.   | 5 min  |   |
| Main part of the lesson | To introduce the topic.<br>To get students interested.<br>To work with web pages.<br>To look for specific information.<br>To transfer the information.<br>To cooperate. To solve the problem. | <b>1.Introduction</b><br>Ask your students to go to page :<br><a href="http://video.nationalgeographic.com/video/101-videos/global-warming-101?source=relatedvideo">http://video.nationalgeographic.com/video/101-videos/global-warming-101?source=relatedvideo</a> and watch a short film about global warming.<br>Give your students Worksheet A and ask to answer the questions (T/F). If students cannot answer all the questions, watch the film one more time. Allow some time for a short discussion. Try to elicit the correct answers. Ask your students to calculate the temperatures given in the film (from Fahrenheit scale to Celsius scale). Check their answers.<br><a href="http://www.metric-conversions.org/temperature/fahrenheit-to-celsius.htm">http://www.metric-conversions.org/temperature/fahrenheit-to-celsius.htm</a> | 10 min | <a href="http://video.nationalgeographic.com/video/101-videos/global-warming-101?source=relatedvideo">http://video.nationalgeographic.com/video/101-videos/global-warming-101?source=relatedvideo</a><br><br>Worksheet A<br><a href="http://www.metric-conversions.org/temperature/fahrenheit-to-celsius.htm">http://www.metric-conversions.org/temperature/fahrenheit-to-celsius.htm</a> |

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|         |                              |   |                      |   |
|---------|------------------------------|---|----------------------|---|
|         |                              | <b>2. Task – causes</b><br>Ask your students to name all causes of global warming. To look for the answers they can use online resources (the list of links below lesson plan). Allow some time for a quick research. Then put all correct answers on the board.<br>Give your students about 10 minutes to do this task.  | 10 min               | <a href="http://www.climatehotmap.org/global-warming-effects/health.html">http://www.climatehotmap.org/global-warming-effects/health.html</a>   |
|         |                              | <b>3. Task 2 – effects</b><br>Next tell your students that now they are scientists trying to research the effects of global warming. Divide your group into 5 smaller groups. Each group of scientists has to research a different kind of effects of global warming. They may use various online resources; however some guidance here is required. They can use the following page :<br><a href="http://www.climatehotmap.org/global-warming-effects/health.html">http://www.climatehotmap.org/global-warming-effects/health.html</a><br>Each group should get one Worksheet with their task. After 10 minutes, ask students to present their findings. Each group presents some facts and interesting things they were able to find in the internet. | 10 min               | worksheets B- F   |
|         |                              |   | 5 min – presentation | <a href="http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/#">http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/#</a> |
|         |                              | <b>4. Interactive map</b><br>Tell your student to go to page :<br><a href="http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/#">http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/#</a><br>and this time individually look at the interactive map of the effects of global warming.   | 5 min                |   |
| Wrap-up | Project – article Evaluation | Tell your students that they will have to write an article about global warming and its effects for the school magazine on the basis of the information they found out during the lesson.   | 2 min                |   |

### Sources:

<http://video.nationalgeographic.com/video/101-videos/global-warming-101?source=relatedvideo>

<http://www.climatehotmap.org/global-warming-effects/health.html>

<http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/#>

<http://www.metric-conversions.org/temperature/fahrenheit-to-celsius.htm>

<http://www.manuelsweb.com/temp.htm>

### Credits:

Film and interactive map: [www.nationalgeographic.com](http://www.nationalgeographic.com)

### notes:

Worksheet/ B/ C/ D/E/ F – Students' own answers.

Students may use other internet resources, however some guidance is required.