

**Topic: The impact of climate change.**

**Level:** 3rd-4th grade of secondary school, advanced level of English (C1-C2)

**Timing:** 45 minutes

**Aims:**

- To present both general (taught in English lessons, Longman, Repetytorium maturalne, Unit 11 „Nature”) and specific (taught in biology lessons) vocabulary connected with the topic of nature.
- To deepen understanding of the concept of climate change.
- To make learners aware of cultural and geo-political factors that determine the perception of climate change.
- To help learners understand that learning can be achieved in a second language.

**Criteria for assessment**

Teacher, peer- and self-assessment processes will be used to assess how well learners:

- Understand climate change
- Describe the reasons and consequences of climate change
- Construct and use pre-taught terminology

**Teaching Objectives**

<b>Content</b>	<b>Cognition</b>
<ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• What climate change is</li> <li>• How to fight climate change</li> <li>• How climate change is perceived</li> </ul>	<ul style="list-style-type: none"> <li>• Provide learners with opportunities to understand the key concepts and apply them in different contexts.</li> <li>• Enable learners to identify reasons of the phenomenon</li> <li>• Encourage knowledge transfer about climate change using visual images.</li> <li>• Vocabulary building, learning and using.</li> <li>• Arouse learner curiosity – creative use of language and learner questions.</li> </ul>

**Culture**

- Identify climate change in their own country and other countries.
- Become objective: relativizing the concept depending on the point of view (whether you live in a rich or a poor country, a warm or a cold one).
- Understand that they can learn no matter which language they are using.

**Communication**

Language of learning	Language for learning	Language through learning
key vocabulary: global warming, recycle, re-use, compost, alternative power, garbage, ecotourism, eco-family	Asking each other questions: What do you know about...? Can you tell me sth about...? What is climate change?	Distinguish language to carry out activities. Retain language revised by both the teacher and the learners.

	Ordering: Firstly..., secondly..., thirdly..., finally... Other: How do you spell...? What does ... mean?	Make use of peer explanations. Record, predict and learn new words which arise from activities.
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**Learning outcomes (what learners will be able to do by the end of the lesson):**

- demonstrate understanding of concept of climate change
- explain the reasons of climate change
- classify information
- engage in visual matching of concepts and images
- use language creatively
- ask and respond to wh-questions about their work
- use a class vocabulary record of new words.

**Instruments for assessment:**

- T monitors group and individual activities
- Learners interact with their partners.
- Ls ' participation in all tasks and activities.
- Ls complete information gaps.
- Ls asks each other questions "What have you learned today?".

**Resources**

*Worksheets, whiteboard, pens, leaflets from Pinterest; Skinner, Gary and Ann Skinner: Revise Salters-Nuffield, AS/A Level, Biology A, Revision Workbook, p.37, 176  
Pinterest*

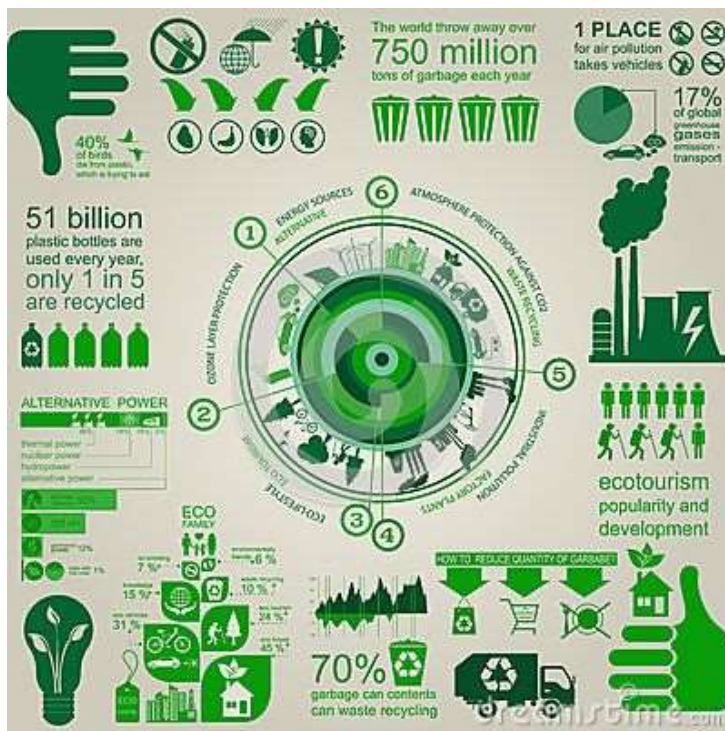
**Teaching and learning activities**

**Warm -up exercise (group activity, 5 minutes)**


*What do you remember from the last lesson about the climate change (CLIL lesson 5)?  
Students come up with their proposals and note them down on the board (or the teacher does that).*

**Exercise 1 Diagrams (10 minutes)**

*Students are given 2 diagrams and should discuss them.*



**Exercise 2 Crosswords (15 minutes)**



### It's EASY to Recycle!


#### Crossword

**Across**

- Toxic vapors.
- Made from trees.
- Essential fluid.
- Energy from the sun.
- Surroundings.
- Capable of being decomposed by bacteria.
- Use in a new way.
- Oil is an example of this.
- Environmental habitat.
- Recyclable metal tin.
- Discharged substances.
- Poisonous.

**Down**

- Aluminum, iron and copper are all examples.
- Use again.
- Made from oil.
- Fail to make use of.
- Use less.
- Some sources of this are renewable.
- Some is the main ingredient.
- We've only got one.
- Method of waste disposal.
- Organic fertilizer.
- Might be recycled to make a playground surface.
- Methane and butane are examples.
- Important layer in the earth's atmosphere.
- Animals inhale it.
- Used to make gasoline.



### Recycling

**DIRECTIONS:** Find and circle the recycling vocabulary words. The words may be horizontally, vertically, or diagonally placed and they may even be backwards.

J	E	Z	B	H	N	O	R	G	A	N	I	C	Q	V	L	I	F		
K	U	A	C	E	L	B	A	D	A	R	G	E	D	O	I	B	W	G	
Y	M	E	H	U	S	V	E	V	E	R	E	T	J	Z	D	J	S	A	L
Y	R	Q	L	S	D	Y	N	I	Z	Y	O	G	W	L	U	A	P		
S	E	A	Z	N	U	E	T	N	E	M	N	O	R	I	V	N	E	L	
R	N	U	P	O	C	Z	R	T	S	E	T	X	T	L	D	N	Y	A	
S	P	A	V	I	I	K	X	M	E	I	A	J	F	D	E	B	S		
F	I	C	S	M	E	Q	T	S	N	G	I	F	P	O	U	T			
H	H	Z	I	S	T	R	X	B	D	S	A	L	T	F	R	A	L	I	F
T	R	S	I	T	I	R	E	S	O	L	O	V	H	A	R	C			
O	R	T	H	M	E	X	F	C	W	K	M	I	X	E	S	G	O	R	
L	I	O	T	E	H	D	W	O	K	Z	Z	B	I	W	A	L	L	E	
C	A	E	S	H	G	F	E	S	U	E	R	U	C	S	A	X	A	P	
Y	I	T	O	K	B	Z	A	Y	F	G	R	E	N	E	H	T	T	A	
F	U	S	P	U	R	L	B	S	G	R	A	L	O	S	T	Q	E	P	
E	M	A	M	L	X	Q	V	T	L	R	P	A	F	E	R	G	M	R	
S	E	W	Q	T	Z	Q	E	A	Z	Q	S	V	H	A	P	J	X		
L	S	H	C	H	E	L	X	M	S	L	I	L	X	S	E	Y	W	I	
Z	N	I	M	U	B	C	J	C	S	G	H	R	E	C	Y	C	L	E	

Organic	Recycle	Toxic
Ozone	Reduce	Toxic
Paper	Reuse	Waste
Plastic	Soak	Water



**Exercise 3 (Creating a mind-map, 15 minutes)**

Students are shown 2 mind maps and are encouraged to come up with their own one (in groups of 2-3)

