



Britons Least Concerned about Climate Change Part One (of Two)

Topic: Climate Change

Introduction: This lesson is part one of two and introduces how different countries view the importance of climate change. In the second lesson, the topic develops into discussion of more local issues and action.

Aims

- To expand students' knowledge of vocabulary related to climate change
- To give students practice of reading and processing a text about climate change
- To develop students' ability to identify fractions and percentages in numerical and word form

Level: E3/L1(SfL); Int 1/2 (Scotland); B1/2 (CEF)

Length of lesson: About 90 minutes

Additional Resources

This lesson is based on paragraphs 1 to 7 of the following newspaper article:

<http://www.telegraph.co.uk/earth/environment/climatechange/6470183/Britons-least-concerned-about-climate-change.html>

If possible, three highlighter/coloured felt pens per student.

Procedure

Warmer (5 minutes)

- Hand out student worksheet, one per student.
- Use the picture of the power station on the worksheet to predict the lesson topic. Ask questions like: What can you see in the picture? Where do you think it is? Do you have these in your country/local area? Do they cause any problems?
- Elicit vocabulary related to climate change and record on whiteboard. Check pronunciation and word stress.

Vocabulary (10 mins)

- Tell students they are going to read a newspaper article and ask them to make predictions based on the words in the vocabulary section. Elicit group feedback.
- Ask students to complete Task A individually before they check their answers in pairs.

- Elicit group feedback and focus on pronunciation and word stress.

Reading and predicting (15 minutes)

- Tell students that the text is about the results of a survey of different countries' opinions on climate change.
- Display the reading text on an OHP, whiteboard or similar and also hand out one text per person. Cover the text, just revealing the first line. Tell students to do the same.
- Ask students to work in pairs to work out what the first word/phrase of the next line might be.
- Encourage students to share ideas with the whole group and elicit suggestions on the whiteboard. Discuss whether the suggested phrases make sense or are grammatically correct.
- Reveal the next line and find out whether the suggestions were similar.
- Repeat the above for this line and share as a group.
- Continue as a group activity or in pairs, working line by line until they get to the end, or as far as you consider appropriate for your students.
- Elicit some of the key information that the students have read.

Finding Information – Preparation Activity (10 minutes)

- Discuss that a lot of the information is in numerical form and ask students to find some examples from the text.
- Write the numbers that they say on the board and elicit that there are three types: percentages, fractions and ordinary numbers.
- Ask the students to highlight the three different types of numbers in the text. Ideally, use three different coloured highlighter pens but if none are available, ask the students to come up with their own identification system e.g. put a tick next to a percentage, a cross next to a fraction etc.
- Tell students to check in pairs before you elicit group feedback by highlighting the numbers on the displayed text so all the students can see.

Finding Information – Numbers: Task B (10 minutes)

- Tell students to work on their own to complete Task B.
- Check answers in pairs before group feedback. Highlight where the answers are on the displayed text.

Finding Information - Fractions: Task C (10 minutes)

- Ask students to look at the fractions highlighted in the text. They are all written in word form, so elicit the number forms, write on whiteboard and check pronunciation.
- Ask students to look at the qualifying words that come before the fractions e.g. *nearly two thirds/less than* half and discuss how these words affect the fraction. Students could draw shapes and shade the areas to represent these words.
- Tell students to complete Task C individually before checking in pairs.

Finding Information – Percentages: Task D (10 minutes)

- Ask students to complete Task D individually by reading the first three paragraphs of the text.
- Pair check before eliciting group feedback. Highlight where the answers are on the displayed text.

Note – If students don't know how to convert fractions to percentages, leave the second column out. However fractions and percentages are used interchangeably in the text so it is useful for students to know the relationship between them.

Finding Information – Which Country? Comparison: Task E (10 minutes)

- Ask students to complete their answers individually, before checking in pairs.
- Monitor and elicit group feedback, revising issues related to superlatives if they arise.

Conclusion: Task F (5 minutes)

- Encourage the class to review the information they have found and draw any conclusions they can.
- Try to draw out some of the most striking facts such as the US being the second largest emitter but only 18% of Americans are concerned; Britons are least concerned than any country; fewer people in the world are worried now than they were before. Why?
- Students may also wish to relate the information they have read to other countries they know.

Suggested Homework

- Research climate change issues from newspapers, magazines, books or the Internet and prepare information to share with students in the next lesson. They may consider:
- Local and international climate change issues
- Action by individuals and communities to help minimise climate change issues

Answers

Task A

1. c
2. d
3. g
4. e
5. h
6. b
7. a
8. f

Task B

- 1: 12 countries
- 2: 3 years
- 3: 1,000 people
- 4a: 12,000 people
- 4b: 36,000 or 12,000 people

(Note for 4b: Students could have one of the two following answers as it is not known from the text if different people have been surveyed each time - 36,000 - or if the same people have been questioned then it would be 12,000. Use this to promote a discussion about what it actually tells you in the text and that sometimes you need more information to get the right answer).

Task C

1. b
2. c
3. d or e
4. d or e
5. f
6. a

Task D

Answers: 8%; 15%; 26%; 18%; 22%; 42%

You could discuss how percentages and fractions relate together (although this may have naturally arisen during the lesson). Discuss some easy examples first e.g. $50\% = \frac{1}{2}$; $25\% = \frac{1}{4}$ and find out if anyone knows how you work out more difficult examples. If not, explain that $50\% = \frac{50}{100}$; $8\% = \frac{8}{100}$ and how to divide the same number into the denominator and numerator.

Answers: $\frac{2}{25}$ (given); $\frac{3}{20}$; $\frac{13}{50}$; $\frac{9}{50}$; $\frac{11}{50}$; $\frac{21}{50}$

Task E

Brazil and India

Australia

3. UK

4. US

5. China

6. USA