

Climate Change

January 2026



References 11

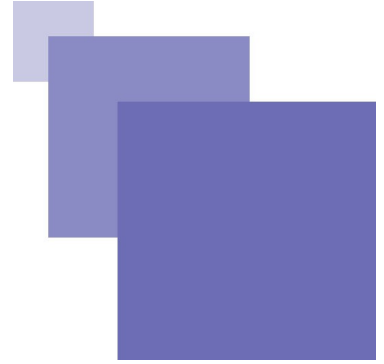
Objectives

This course aims to advance advanced listening precision, diagnostic categorization, and persuasive oral production by exploring global climate discourses and educational mobilization. .

Target Objectives:

1. Identify and recognize regional accents and formal registers in global climate discourses (Knowledge).
2. Summarize and paraphrase the primary drivers and catastrophic results of global warming (Comprehension).
3. Apply specific environmental terminology and persuasive strategies to resolve real-world scenarios (Application).
4. Analyze and contrast opposing arguments regarding socio-economic drivers of climate change (Analysis).
5. Critique and evaluate peer presentations using standardized criteria grids (Evaluation).
6. Synthesize source information into a structured oral campaign proposal (Synthesis)

Introduction



This pedagogic support is written for second year bachelor students of English. It aimed to develop their speaking and listening skills and reading and writing skills. As a writer of this pedagogic support, I believe that skills are complementary and students need to develop them adequately. I tried to use materials that represents the classroom as a cultural context, a space that prepare the learner to become a global citizen, willing to share who they are, and evaluate their local issues with global issues. This ethno-relativeness was assisted with a variety of multimodal resources.

Session 2: Introduction to Climate Change



This session is designed to transform the way you think, talk, and write about one of the most pressing global conversations of our time. Instead of just treating climate change as a distant headline, you are going to explore exactly how it impacts the environment around you right now.

By the end of this class, you will move past basic descriptions of the weather and master the specific, powerful vocabulary needed to discuss human impact, environmental changes, and global solutions.

A. Introduction to Climate Change

Aim: this session aims to get students to know about climate change as a hot topic of discussion.

Objectives: By the end of this session, students will understand the meaning of how extremes of temperature is influencing the environment around them, learning vocabulary related to climate change.

This session provides an interactive Introduction to Climate Change designed to build both environmental awareness and targeted language skills.

Vocabulary Gained: Mastery of terms like mitigate, deforestation, greenhouse effect, and fossil fuels, alongside the correct pronunciation of droughts.

Skills Developed: Advanced active listening, collaborative note-taking, and the ability to synthesize complex cause-and-effect relationships into written summaries.

Materials: Text (See below), PPT slides, and video (See Video 1/2)

1. Pre-listening activities:

Read the text and discuss why we need to talk about climate change in education

Education systems do not currently address the gravity of the climate crisis, warns UNESCO, the UN's leading education agency, ahead of the first joint meeting of environment and education ministers at COP26 in Glasgow on 5 November 2021. New UNESCO data from 100 countries shows that only 53% of the world's national education curricula make any reference to climate change and when the subject is mentioned, it is almost always given very low priority.

Furthermore, fewer than 40% of teachers surveyed by UNESCO and Education International were confident in teaching about the severity of climate change and only about one-third felt able to explain the effects of climate change on their region or locality.

The climate crisis is no longer the threat of a distant future, but a global reality. There is no solution without education. Every learner needs to understand climate change, and be empowered to be part of the solution, and every teacher given the knowledge to teach about it. States must mobilize for this.

Audrey Azoulay, UNESCO Director-General

When asked about the challenges of teaching climate change, 30% of the 58,000 teachers surveyed reported that they were not familiar with suitable pedagogies. Over a quarter of those surveyed felt some approaches to teaching climate education were not suited to online teaching. This is of particular concern given that 737 million students in 66 countries are still affected by full or partial school closures. UNESCO will underscore the need for collaboration between the education and environment sectors to successfully integrate climate change in education systems worldwide in every level of schooling.

a) PPT slides discussions

1. What is the difference between 'weather' and 'climate change'?
2. How do we describe the 'weather'?
3. How do we say 'we tackle climate change'?
4. How to say 'decrease temperature'?
5. What does CO₂ do? How does it affect the temperature?
6. How can cutting down trees affect the atmosphere?
7. What are renewable energies?
8. What do you see in the picture?



9. How can a cow contribute to the greenhouse effect (methane produced from cow)?
10. How does this picture connect with climate change (traffic jam)?
11. How does clothes connect with climate change?



12. What are the changes that you have noticed on climate?



Key answers

1. Climate: inhospitable, severe, mild, tropical. It's long-term change. Weather: it's a short-term change.
2. Beautiful, nice, hot, cold, dry, bony dry (very dry)
3. To tackle a problem; to address climate change, example; Let's address climate change head on (we talk about it directly, not another topic)
4. Mitigate climate change; reduce or alleviate, minimise

5. Gas emissions: carbon dioxide. Greenhouse effect: CO₂, makes the earth hotter, effect which increases temperature on the earth, trapping of gases like CO₂ in the atmosphere. Fossil fuels: carbon, oil, gases that are non-renewable.
6. Deforestation: cutting down of trees reduces oxygen in the atmosphere.
7. Hydro (water)- sun- wind
8. A cow!
9. Cow produces gas - which contributes to greenhouse effect. The cow emits 'methane'
10. Cars produce carbon emissions-gas emissions- emission of greenhouses gases
11. Producing clothes, consume fabric, most of fabrics are not recyclable, man- made fabric, consumerism, unnecessary clothes.
12. It rains any season which leads to flooding. We cannot farm effectively on lands: deforestation leads to soil erosion. Getting hotter which leads to droughts (Pronunciation check: repeat after me droughts)

2. While-listening: decoding an compréhension (60 Minutes)

Knowledge Stage (Remembering) — 25 Minutes

- **Specific Learning Objective:** Identify and list specific linguistic registers and regional accents in English while recognizing foundational vocabulary.
- **Justification:** Allows students to recall information, adapt to diverse global accents (crucial for international topics like climate change), and memorize key terms before applying them

B. Activity1: The Acoustic Tracking Quiz (10 Mins):

1. While listening to the two audio sources, your objective is to spot specific phonological and lexical variations. Fill out the sections below based on the speech patterns of the presenters.

<https://drive.google.com/file/d/1iPNmtV0IsiZjKaCFTQ6zolzCbRS8hcpcp/preview>

Climate Change (video1)

<https://drive.google.com/file/d/1-0XR3LdPiw0M57DhqEZxc8kcNlkCCOU/preview>

Climate Change (video2)

Part A: The Acoustic Tracking Quiz (10 Mins): While listening, students independently fill out a matching grid identifying:

- o The Accent Type: British RP vs. Non-native International English.
- o The Register: Formal Diplomatic Warning vs. Informative Scientific Explanation.
- o Lexical Isolation: Students check a box every time they hear a target term from the UNESCO text: curricula, gravity, pedagogies, mitigate, severity.

Part B: Lexical Spotting (Fill in the blanks with the exact missing words from the clips):

1. "New data from 100 countries warns that only 53% of national education _____ make any reference to climate change."
2. "Fewer than 40% of teachers surveyed were confident in teaching about the _____ of climate change."
3. "We must understand how greenhouse gases trap heat in the earth's _____."

Part C: Register & Accent Audit:

- Identify which video utilizes an Institutional/Diplomatic Register delivered with non-native global accents: _____
- Identify which video utilizes an Informative/Broadcasting Register delivered with native British RP (Received Pronunciation): _____

a) Comprehension Stage (Understanding) — 35 Minutes

- **Specific Learning Objective:** Summarize and paraphrase the main ideas and supporting details of a medium-level video/podcast using independent phrasing.
- **Justification:** Requires students to move past passive listening to grasp deeper structural meaning, interpret geographical/historical data, and translate it into a new context.

2. Task 1:

Listen and take-notes of the main reasons mentioned to cause climate change, then compare your answers with your pair

Key answers

1. Fossil fuels are used to power factories, homes, and aeroplanes
2. Release of methane which gets into the air, some of the heat gets trapped (caught), and the planet gets warmer, they call it the greenhouse effect

3. Task 2:

Listen and discuss what catastrophes can occur due climate change

Key answers

1. Sea level rises about 3 millimetres a year, sea water expands as temperature gets warmer and this can lead to flooding in some areas.
2. People will have to move their cities, some will be underwater and completely disappear in 80 years, such as Miami.

4. Task 3: Advocacy Setup: the class splits into small working pairs.*Step-by-Step Activity Instructions:*

1. The Advocacy Scenario Setup (5 Mins): The instructor splits the class into working pairs. Each pair is assigned a simulation card introducing a real-world communication hurdle based on the session text:

o Scenario Alpha (The Curricular Crisis): Student 1 acts as a UNESCO advocate targeting a stubborn University Dean (Student 2). Student 1 must convince the Dean to prioritize climate education, confronting the fact that "the climate crisis is no longer the threat of a distant future, but a global reality."

o Scenario Beta (The Anthropogenic Consumer Clash): Student 1 plays an environmental activist confronting an everyday consumer (Student 2) who is addicted to fast fashion. Student 1 must explain how purchasing synthetic, mass-produced clothing directly increases industrial emissions, aligning with the text's note that increasing populations and consumer actions multiply catastrophes.

2. Linguistic Performance Requirements (25 Mins): Pairs have 7 minutes to draft their talking points. They must then deliver a 3-minute unscripted role-play. To pass, they must naturally integrate a minimum of three mandatory functional expressions:

- o "We must address this vulnerability head-on because..."
- o "To mitigate the regional severity of this crisis, we are forced to..."
- o "This actions directly drives the greenhouse effect by..."

C. 1. The Student's Demonstrations (15 Mins):

1. Step-by-Step Activity Instructions: Students' Demonstrations

Selected student pairs deliver a 2-minute oral presentation based directly on the case models in your text:

o Group 1 Case Study: Presenting how systemic deforestation alters weather patterns, triggers severe soil erosion, and leads to the projected subversion of low-lying cities like Miami within 80 years (Example 2 in your text).

o Group 2 Case Study: Presenting how everyday domestic actions—like burning coal for heaters or transport emissions—distort natural balances, causing severe rain scarcity and agricultural droughts (Example 3 in your text).

2. The Jury Assessment Matrix (15 Mins): The remaining students act as an active review panel. Every student uses a standardized rubric to grade their classmates on a 1–5 scale across three categories:

o Causal Cohesion: Did the speakers cleanly link an anthropogenic cause (e.g., cutting down trees) to its secondary catastrophic impact (e.g., loss of CO₂ absorption capacity)?

o Phonetic Accuracy: Did they correctly articulate complex vocabulary from the text (atmosphere, greenhouse effect, global warming)?

o Oral Justification Defense: The teacher calls on two random student jurors to stand up and publicly defend the grade they assigned, forcing them to justify their scores using explicit performance evidence from the presenters.

The Student's Demonstrations:

Example 1: Climate change refers to changes in the earth's environment. The main reason for this phenomenon is the increase in the earth's global population.

Deforestation, the rising of the sea levels, and the gas emissions such as carbon dioxide emitted from factories are all Human activities that lead to the increase of our planet's temperature: it is called the greenhouse effect. Eventually, the earth will no longer be liveable for us: people will have to move their cities and homes. Some will even be underwater and completely disappear in 80 years.

Example 2: There has been a significant change in the climate in recent years due to what humans have done to the environment, such as cutting down trees, while causing the death of animals and plants. It has severe damage to humanity, and all of this caused many natural disasters, such as melting ice and floods, which caused many disasters, such as people leaving their homes, and also carbon dioxide, which spread quickly.

Example 3: Climate change means long-term shifts in temperature and weather patterns, and a major reason for this is man through his movements and actions that distort nature, such as using gasoline to drive a car or coal for a heater that emits carbon dioxide, as well as cutting down trees in forests and smoke, and this leads to a scarcity of rain, global warming, glacier melting, rising sea levels and floods.

Example 4: Climate change refers to the long-term changes in the climate, it is caused by rapidly increasing greenhouse gases in earth's atmosphere due to the burning of fossil fuels such as : coal, oil, and natural gases .. , so when they burned they emission large amount of carbon dioxide so that will cause global warming called greenhouse effect , and that will cause a lot of catastrophes such as the rising of sea levels because of the melting of ice in the poles , it has already increased by 1 Celsius. Deforestation is also one of the main issues because the trees absorb carbon dioxide, so when we cut

them that will have a very negative impact on us, as well as consuming the animals and the increasing population will have an impact on us and on food and on cities and the climate and everything.

a) Course Verification: Target Learning Outcomes Checklist

By the end of this 3-hour session, the instructor can verify that students have achieved the exact learning outcomes mapped from your original session text:

- Vocabulary Contextualization: Students demonstrated the precise ability to use new terms (greenhouse effect, global warming, deforestation, atmosphere) in context.
- Causal Modeling: Students systematically developed the ability to connect economic and daily human actions directly to global catastrophes (food shortages, rising sea levels).
- Rhetorical Flexibility: Students successfully advanced from baseline acoustic recall (Knowledge) up to launching an independent, multi-source educational media proposal (Synthesis).

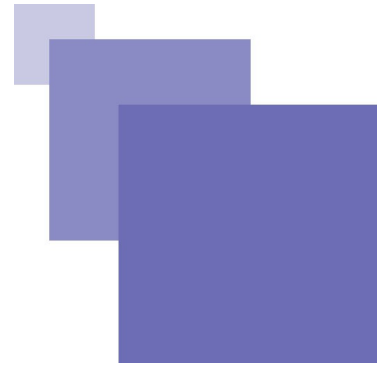
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Completing this introductory session on Climate Change! Over the course of this material, you have successfully connected the dots between the science of global warming and the power of language.

- You found the language to speak up: You moved past basic weather chat ("It's hot today") and unlocked critical vocabulary like mitigation, deforestation, and greenhouse gases. You can now talk about this global crisis with precision and clarity.
- You saw how the pieces fit together: You explored how everyday things—from consumerism and fast fashion to traffic jams and cattle farming—drive the emissions that alter our atmosphere. You mapped out how a shift leads to massive disruptions like rising sea levels, severe droughts, and shifting populations.
- You practiced active global citizenship: By looking closely at UNESCO's warning that "there is no solution without education," you proved that you are ready to be part of that solution.

References



- [A landmark independent study commissioned by the trip-hop band Massive Attack and conducted by scientists at the Tyndall Centre for Climate Change Research.]* <https://www.sustainablefutures.manchester.ac.uk/research/climate-questions/mitigation/super-low-carbon-music/>
- [A powerful coalition of musicians, music industry leaders, and fans mobilizing to draw down greenhouse gas emissions and fight climate justice.]* <https://reverb.org/campaign/music-climate-revolution/>
- [A research paper funded by the Natural Environment Research Council that analyzed the attitudes of modern music consumers toward climate action.]* <https://www.gla.ac.uk/research/arc/research/arc-research-musicenvironment/>
- [Eliminating diesel generators at festivals, implementing a maximum 80% air travel limit for bands, and standardizing "plug-and-play" gear at global venues so heavy equipment doesn't have to be transported via high-emission flights.]* <https://www.manchester.ac.uk/collaborate/business-engagement-knowledge-exchange/case-studies/massive-attack-tyndall/>

- [Have students research Billie Eilish's Happier Than Ever World Tour case study on REVERB's website. For a Synthesis task, ask students to simulate a marketing pitch for a local artist wanting to join the Music Climate Revolution campaign.] <https://reverb.org/campaign/music-climate-revolution/>
- [Institutional References (UNESCO Policy & Global Curricula Data)]
- UNESCO. (2021). Getting Every School Climate-Ready: How Countries are Integrating Climate Change Issues in Education. Paris: United Nations Educational, Scientific and Cultural Organization.
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- Azoulay, A. (2021, November). Statement on the Release of Global Climate Literacy Data at COP26. Glasgow: UNESCO Ministerial Briefing.
- [Interactive Video Media Streams (For Video 6 Implementation)]
- Al Jazeera English. (2020). Start Here: What is Climate Change? [Video File].
o Relevance to your course: Acts as your main listening activity stream, detailing how fossil fuel emissions trigger the melting of polar glaciers and cause rising sea levels affecting coastal cities.
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- IPCC. (2021). Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report. Cambridge: Cambridge University Press.
- [The study scientifically proved that music fans care significantly more about climate change and are much more likely to demand bolder environmental policies than non-music fans.] <https://www.gla.ac.uk/research/arc/research/arc-research-musicenvironment/>