Climate Change

Complete the first two components, Pre-Reading Zone In and Pre-Reading Predicting, before reading the complete text. Then undertake the remaining components, from During Reading My Connection. Each component will open the relevant pages of text, if applicable, but you can go back to any part of the text at any time.

Tab 1 Pre-Reading Zone In

Tab 2 Pre-Reading Predicting Screen 2

Discuss features such as the stop sign illustrating the heading, words in bold, the Go Fact!, the captioned picture, the greenhouse effect illustration and the table. You might want to ask students a couple of comprehension questions here and discuss, such as:

What is the greenhouse effect? Explain the impact it has on Earth.

From the Go Fact! can you explain how animals contribute to increasing carbon dioxide?

Tab 3 During Reading My Connection Box 4

Examples could include turning off power, using greywater, recycling, walking and cycling more, using less paper, installing water tanks and timed watering systems, and using drought-tolerant plants and low-energy globes.

Tab 4 Visualising

Tab 5 Questioning

Tab 6 Summarising

Tab 7 Monitoring

Discuss features such as main headings, subheadings, diagrams, photographs and captions.

Tab 8 Word Works Activity 2

You may want to print the screens for the text *Tackling Climate Change* to photocopy as handouts.

Tab 8 Word Works Activity 3

You may want to print the screens for the text *Regional Impacts* to photocopy as handouts.

Tab 9 Assessment

The first three questions are literal questions, so the correct statement can be found in the text. The next two are interpretative or inferential questions, meaning that students need to interpret or infer from the text to find the correct statement. The final question is an applied or evaluative question, so students need to apply or evaluate the information from the text to choose an answer, and there may be no "correct" answer. Here are the answers for the assessment task.

Literal
1. d Carbon dioxide (CO_2) and other gases in the atmosphere trap heat and stop it escaping so the Earth gets warmer — this is the greenhouse effect.
2. c Venus has a very thick atmosphere ——over 96% carbon dioxide — which means heat can't escape.
3. b Humans have burnt vast quantities of fossil fuels and this has released tonnes of carbon dioxide into the atmosphere.

Interpretative or inferential
1. c It is predicted that global warming will create rising ocean levels, rising temperatures and much wilder weather.
2. b There is enough scientific data to show that global warming is happening and we need to address this issue.

Applied or evaluative
a, b and c are correct.

As an additional assessment task, ask each student to read the following text out loud. Then mark any errors and work out the percentage of accuracy to see how well each student can read aloud.

This text is 110 words. To convert to a percentage of accuracy, divide the number of words pronounced correctly by 110 and multiply by 100.

Global average temperatures and the amount of water present on land (eg glaciers, rivers and lakes) affect sea levels.

Increased global temperatures cause glaciers to melt and pour their water into rivers, which flow into oceans. This adds to the world's oceans, making sea levels rise.

Liquids expand as they get warm because the particles making up the liquid spread out. So as oceans get hotter, they take up more space. This makes sea levels rise even further.

Sea levels rose by 17 cm during the 20th century and are continuing to rise each year. Scientists predict that sea levels could rise by as much as 88 cm by 2100.