

Task 5

3 students

Topic: Saving the Planet

Text: Two graphs

Student A

Global warming

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

1. Talking on your own (about 3-5 minutes)

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M A1: Percentage of carbon dioxide in the atmosphere

Aus Copyright-Gründen kann die graphische Darstellung hier nicht abgedruckt werden. Sie ist verfügbar unter:

http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/rocks/fuelsrev6.shtml

[10.06.13]

M A2: Global average temperature

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http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/rocks/fuelsrev6.shtml

[10.06.13]

Task 5

3 students

Topic: Saving the Planet

Text: Photograph and graph

Student B

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

1. Talking on your own (about 3-5 minutes)

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M B1: Comparison photos of Muir Glacier in Glacier Bay National Park and Preserve, Alaska

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<http://www.fanpop.com/clubs/global-warming-prevention/images/727843/title/muir-glacier-photo> [10.06.13]

M B2: Global estimate of changes in glacier volume, based on a network of 37 glaciers in five regions in the northern hemisphere, showing volume change (blue) and year-to-year fluctuations (red)

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<http://www.igbp.net/news/features/features/mountainglaciersfacetheheat.5.1b8ae20512db692f2a680002845.html> [10.06.13]

Task 5

3 students

Topic: Saving the Planet

Text: Graph and map

Student C

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

1. Talking on your own (about 3-5 minutes)

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M C1: Graph illustrating global sea level rise.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<https://www.e-education.psu.edu/geog438w/node/261>

[12.03.14]

M C2: Map of sea level rise showing affected areas in the Northeastern United States with a rise of one meter in the Atlantic Ocean.

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<http://www.blumarble4us.com/page07.html>

[10.06.13]

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Student A

Detaillierte Beschreibung beider Graphiken

- line graphs, source BBC/2011
- showing 1. percentage of carbon dioxide in atmosphere, 2. global average temperature
- period of time: 1700/1860 - 2000
- gradual increase of CO₂: 0,028 → 0,035, rising average temperature: 13,5 → 14,4
- CO₂ seems to have impact on rising temperatures

Student B

Detaillierte Beschreibung der Fotos und der Graphik

- pictures: Muir Glacier in Glacier Bay National Park and Preserve / Alaska in 1941 and 2004, ice has turned into water, forest on land where no trees used to grow
- line graph: estimated changes in glacier volume, based on network of 37 glaciers in five regions, period: 1960 - 2000
- gradual decrease in volume
- proof of year-to-year-fluctuation
- ice is melting and landscapes are changing

Student C

Detaillierte Beschreibung der Graphik und der Karte

- line graph showing global sea level rise in meters and feet, actual development from 1800-2008
- upper as well as lower estimates from 2008-2100, according to three different studies
- map showing areas in red where the level rose meter, Atlantic Ocean, Northeastern US
- sea level rise illustrated by both visuals
- Future development expected to be even worse

2. Talking together

all students:

How does material appeal to readers:

- quality
- illustration of problem

What can be done to stop global warming

- project
- political decisions