



# Green Line

Oberstufe

**Update 2020**  
*Climate crisis*

## 1. Auflage

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## SYMBOLE

→ S28 Verweis auf den Skillsanhang

Partnerarbeit

Gruppenarbeit

## ABKÜRZUNGEN

<i>adj</i>	adjective	<i>informl</i>	informal
<i>adv</i>	adverb	<i>n</i>	noun, substantive
<i>AE</i>	American English	<i>pej</i>	pejorative
↔	antonym	<i>pl</i>	plural
<i>BE</i>	British English	<i>sg</i>	singular
<i>coll</i>	collocation	<i>sb</i>	somebody
<i>disappr</i>	disapproving	<i>sl</i>	slang
<i>e.g.</i>	<i>exempli gratia</i> (Lat.) = for example	<i>sth</i>	something
<i>esp</i>	especially	<i>syn</i>	synonym
<i>fml</i>	formal	<i>v</i>	verb
<i>hum</i>	humorous	<i>vlg</i>	vulgar
<i>i.e.</i>	<i>id est</i> (Lat.) = that is	<i>vs</i>	versus



# Climate crisis

## Introduction



- 1 VISUALS** Describe the pictures. Then discuss different views or feelings the people in the photos might have about the environment. → **S28.1**
- 2 VOCABULARY** Match the collocations and use them to outline the environmental issues shown in the pictures.

to share • to emit • to feel •  
to be indifferent towards •  
to mitigate •  
to endanger

one's damage to the environment •  
different species • the blame •  
powerless • harmful pollutants •  
the climate crisis





2

## Mitigation

I curb the speed of my 4X4  
and ease my conscience.

I switch to a low wattage bulb  
and feel enlightened.

I water my garden with rain  
and take the credit.

I recycle my newspapers  
and the headlines go away.

Paul Munden



3



6



7

**3 COMPREHENSION** State what the poem is about. Use a dictionary for help. →S6.1

**4 ANALYSIS** Characterise the speaker and his/her attitude towards the subject. →S7

**5 EVALUATION**

- With a partner, briefly explain the irony of the poem. Then discuss how this irony is expressed in each of the couplets. For each couplet suggest a step that would be more effective.
- Note down further activities which harm the environment and what is being done to try to preserve it.

**6 VISUALS** Find and present pictures that show how you feel about your environment.

## Our only environment: Plan(et) A

### The Earth's natural greenhouse effect and how it is changing

- Gases such as carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O) and water vapour (H<sub>2</sub>O) retain heat (infrared radiation) from the sun in the atmosphere which would otherwise be reflected into
- 5 space. A good balance between retaining and losing heat, the mildest 'greenhouse effect', is what makes the earth habitable for humans.
- However, there has recently been a sharp increase in human production of these 'greenhouse gases'.
- 10 Burning fossil fuels like oil and natural gas for transport and production processes, excessive livestock farming which produces methane, or destroying rainforests which would otherwise be able to neutralise CO<sub>2</sub>, all contribute to a dangerous
- 15 level of global warming. As a result, polar ice is melting faster, so even less heat is reflected from these white areas into space. This causes the planet to heat up even faster, creating a vicious circle and raising sea levels at an unprecedented rate. Coastal
- 20 cities and essential fertile land will disappear within decades. Natural disasters such as forest



fires, flooding, droughts and hurricanes are already occurring more frequently and more intensely. The best way to decelerate all this would be to radically reduce our greenhouse gas production.

25

**1 COMPREHENSION** Draw a picture or a comic strip that depicts the vicious circle mentioned in the text.

### One planet: We are all in this together

- Climate change affects everyone. The problems of pollution, the degradation of agricultural land and oceans, poverty levels and an increase in major natural disasters are all interconnected. An average
- 5 global warming of just three degrees Celsius would have huge impacts on humans, ecosystems and the economy. The effects of temperature increases are already being seen worldwide, regardless of man-made national borders.
- 10 International cooperation and binding goals are necessary. In 1997 about 50 states signed the *Kyoto Protocol*, committing themselves to reducing greenhouse gas emissions until 2012 by about five percent in relation to 1990 levels. After 2012, however,
- 15 the participants of the *Kyoto Protocol* could not agree on a second commitment.

In the *Paris Agreement* (2015) the international community ratified a new treaty to reduce global warming to less than 2°C. Nations were encouraged to pledge voluntary measures in the hope that most countries would participate.

20 However, high-emission countries including Iran, Turkey and Iraq did not, and although nearly 80% of Americans support the *Paris Agreement*, President Trump announced a withdrawal from it

25 in 2017, taking effect in 2020.

Critics argue that the voluntary measures of Paris are not enough. The cuts in carbon emissions are too little or come too late. Current statistics show that both emissions and environmental damage

30 have often accelerated rather than decreased.

20

25

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**2 SPEAKING** Discuss the pros and cons of voluntary measures to reduce emissions.

## Climate activists and climate change deniers

Severn Cullis-Suzuki, a twelve-year-old Canadian activist, spoke out at the Earth Summit in Rio de Janeiro in 1992, demanding the elder generation should either figure out how to deal with its waste or to stop producing so much. Twenty-six years later, Greta Thunberg, a Swedish teenager, began skipping school in order to make the world around her aware of the continuing environmental crisis. It was the



Severn Cullis-Suzuki



Greta Thunberg

beginning of the *Fridays for Future* movement. Thunberg and Suzuki's stances are strongly supported by the vast majority (well over 95%) of scientists. However, some people and interest group lobbies, especially some mineral oil concerns, deny this view of climate change. They argue that there have always been natural variations in the climate and that the current rise in temperature is not man-made. They also suspect that this 'new' interest in climate conservation is being supported by companies and interest groups which would profit greatly from climate activism. Climate denial campaigners have been proved to be deliberately spreading 'fake news' and misinformation as well as suppressing or publicly expressing doubt about accurate climate change statistics.

- 3 WRITING** Have you taken part in a climate crisis demonstration or do you know someone who has? Either describe how you felt at the protest and what you did, or interview an activist and report on his/her reasons for and feelings while participating.

## Reducing your carbon footprint

Your 'carbon footprint' refers to the total emissions caused by your lifestyle in a carbon dioxide equivalent. For example, taking one long-distance flight creates twice the amount of CO<sub>2</sub> that an environmentally-conscious individual should generate in a year. Some people and industries choose to offset their carbon footprint by buying carbon credits: financial investment in or support for projects around the world that reduce the emission of greenhouse gases. But it is also possible to reduce your footprint by changing consumer habits and reducing energy consumption in everyday life.

It is important to know how eating habits affect the environment and how they could become more sustainable. For example, eating regional foods that are in season reduces worldwide transport emissions. Most food waste is avoidable. Eating



fewer dairy products and less meat would also help, as would variations in diet, which would reduce monoculture farming.

- 4 RESEARCH** Check your carbon footprint – and 'foodprint' – with an online calculator and discuss with your partner how you can improve it. → **S32**

- 5 VISUALS** Describe the cartoon and comment on its message. → **S28.2**



## VIP FILE

**Yuval Noah Harari**

(born 1976) is an Israeli professor, historian, and author of several bestselling books of popular science and philosophy.

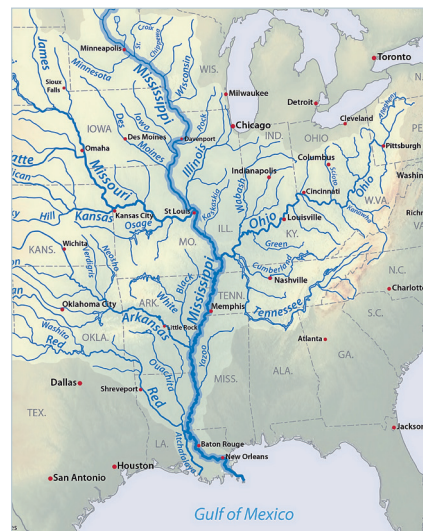


## A Real challenges or just science?

### The ecological challenge

On top of nuclear war, in the coming decades humankind will face a new existential threat that hardly registered on the political radars in 1964: ecological collapse. Humans are destabilising the global biosphere on multiple fronts. We are taking more and more resources out of the environment, while pumping back into it enormous quantities of waste and poison, thereby changing the composition of the soil, the water and the atmosphere. 5

We are hardly even aware of the myriad ways in which we disrupt the delicate ecological balance that has been shaped over millions of years. Consider, for example, the use of phosphorus as a fertiliser. In small quantities it is an essential nutrient for the growth of plants. But in excessive amounts it becomes toxic. 10  
Modern industrial farming is based on artificially fertilising the fields with plenty of phosphorus, but the high-phosphorus run-off from the farms subsequently poisons rivers, lakes and oceans, with a devastating impact on marine life. A farmer growing corn in Iowa might thus inadvertently kill fish in the Gulf of Mexico.



As a result of such activities, habitats 15  
are degraded, animals and plants are becoming extinct, and entire ecosystems such as the Australian Great Barrier Reef and the Amazon rainforest might be destroyed. For thousands of years Homo sapiens 20  
behaved as an ecological serial killer; now it is morphing into an ecological mass murderer. If we continue with our present course it will cause not just the 25  
annihilation of a large percentage of all life forms, but it might also sap the foundations of human civilisation.

Most threatening of all is the 30  
prospect of climate change. Humans have been around for hundreds of thousands of years and have survived

numerous ice ages and warm spells. However, agriculture, cities and complex societies have existed for no more than 10,000 years. During this period, known as the Holocene, Earth's climate has been relatively stable. Any deviation from 35  
Holocene standards will present human societies with enormous challenges they never encountered before. It will be like conducting an open-ended experiment on billions of human guinea pigs. Even if human civilisation eventually adapts to the new conditions, who knows how many victims might perish in the process of adaptation. 40

This terrifying experiment has already been set in motion. Unlike nuclear war – which is a future potential – climate change is a present reality. There is a scientific consensus that human activities, in particular the emission of greenhouse gases such as carbon dioxide, are causing the earth's climate to change at a frightening rate. Nobody knows exactly how much carbon dioxide we can continue to pump 45  
into the atmosphere without triggering an irreversible cataclysm. But our best scientific estimates indicate that unless we dramatically cut the emission of greenhouse gases in the next twenty years, average global temperatures will

7 **myriad** very many

9 **fertiliser** *Dünger*

12 **run-off** rainwater that runs off fields into streams/rivers

16 **to degrade** to reduce in quality

23 **to morph** to change in form or character

26 **annihilation** complete destruction

27 **to sap** to weaken

35 **deviation** change from accepted norms

38 **guinea pig** here: *Versuchskaninchen*

46 **cataclysm** catastrophe, breakdown

increase by more than 2°C, resulting in expanding deserts, disappearing ice caps, rising oceans and more frequent extreme weather events such as hurricanes and typhoons. These changes in turn will disrupt agricultural production, inundate cities, make much of the world uninhabitable and send hundreds of millions of refugees in search of new homes. Moreover, we are rapidly approaching a number of tipping points, beyond which even a dramatic drop in greenhouse gas emissions will not be enough to reverse the trend and avoid a worldwide tragedy. For example, as global warming melts the polar ice sheets, less sunlight is reflected back from planet Earth to outer space. This means that the planet absorbs more heat, temperatures rise even higher and the ice melts even faster. Once this feedback loop crosses a critical threshold it will gather an irresistible momentum, and all the ice in the polar regions will melt even if humans stop burning coal, oil and gas. Hence it is not enough that we recognise the danger we face. It is critical that we actually do something about it *now*.

Yuval Noah Harari, *21 Lessons for the 21st Century*, 2018

## 1 COMPREHENSION

- Outline the use and abuse of phosphorous in farming.
- Define the Holocene period.
- Describe three 'tipping points' mentioned in this text.

## 2 VOCABULARY

- List the words and phrases in the text that are scientific jargon.
- Choose one of the ecological challenges mentioned here. Write what you know about it with respect to its effect on Germany. Use some of the scientific words from the text.

## 3 VISUALS → S27

- Describe the two statistics below and interpret them in your own words.
- For the left one, describe the 'ecological overshoot' of the various countries using 'if'-clauses. Example: *If the Japanese want(ed) to live within their means, they (would) will have to reduce their consumer footprint to one seventh of what it is now.*
- For the right one, discuss the consequences of Germany's plan, using auxiliaries such as 'should', 'are supposed to' and 'want to/plan to'.

### Ecological overshoot

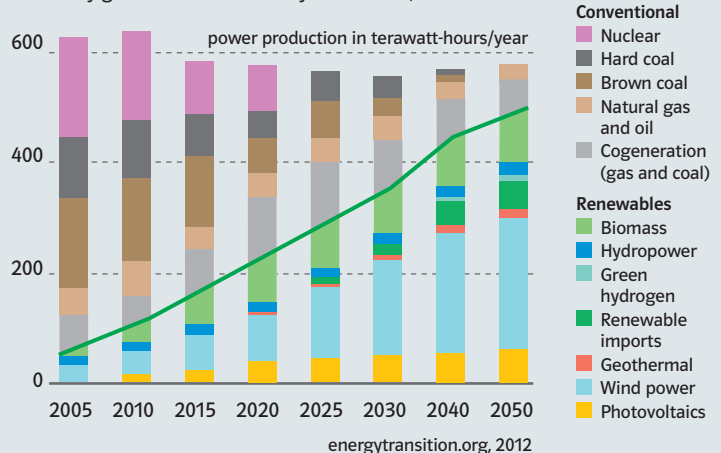
Biocapacity vs. footprints: How many countries are required to meet the ecological resource consumption demands of its citizens? (2017)



Global Footprint Network National Footprint Account 2017

### Germany's plan: switch from coal and nuclear to renewables

Electricity generation in Germany 2005–2050, scenario



- 51 to disrupt to disturb  
51 to inundate to cover with a flood  
58 feedback loop Rückkopplungsschleife  
59 critical threshold point of no return  
60 hence therefore

## FACT FILE

**Ecological overshoot** is when people's demand for resources is greater than the amount which the planet (or the country they live in) can provide. People maintain their lifestyles by using more than is actually sustainable in the long term.

## TIP

### Describing statistics

It is important to understand the main message transported by the numbers. Which numbers increase/decrease? What timeframe is given, if any? What do the different colours or symbols refer to? How do they stand in relation to one another?

- 4 BEFORE YOU READ** Find out what fracking is and where in the US it is widely practised. Then make notes on the dangers. The pictures may help.



### Lullaby in Fracktown

Child, when you're sad put on your blue shoes.  
You know that Mama loves you lollipops  
and Daddy still has a job to lose.

- So put on a party hat. We'll play the kazoos  
5 loud and louder from the mountaintop.  
Child, when you're sad put on your blue shoes  
and dance the polka with pink kangaroos,  
dolphin choirs singing "flip-flop, flip-flop."  
Hey, Daddy still has a job to lose —  
10 don't be afraid. Close your eyes, snooze,  
because today our suns have flared and dropped.  
Tomorrow when you wake, put on your blue shoes.

Eat a good breakfast. Be good in school.  
Good boys go to college goody gumdrops  
15 so someday too you'll have a job to lose.

Waste trucks clatter by as the gray bird coos.  
Flames pour forth when the faucet's unstopped.  
Child, when you're sad put on your blue shoes.  
For now, Daddy still has a job to lose.

Lilace Mellin Guignard

- 14 **goody gumdrops**  
a child's phrase of excitement about sth that is going to happen  
(*gumdrops* = *sweets*)  
16 **to clatter** to make a loud noise  
16 **to coo** make a low soft sound like a dove  
17 **faucet** *Wasserhahn*

#### TIP

##### Working with poetry

- **speaker** the persona or narrator in the poem – NOT the author!
- **tone** the author or speaker's attitude towards the subject of the poem; the mood
- **metaphor** saying one thing but describing sth else

### 5 COMPREHENSION

- State the subject of the poem and how it is related to climate change.
- State who the speaker may be and who he/she is addressing.

### 6 ANALYSIS → S6.1

- Examine the speaker's attitude to the subject, giving examples.
- List the positive and negative elements in the poem, e.g. "when you're sad" and "put on a party hat", and analyse their effect.
- Analyse and comment on the register used. → S10.1

- 7 ANALYSIS** The poem is in the form of a villanelle. Research this form. Describe the typical elements and relate them to the subject.

- 8 EVALUATION** Comment on the ironic repetition of "Daddy still has a job to lose".

#### The dangers of fracking





## B Future scenarios

### Projected Climate Change, Potential Impacts and Associated Risks

- 1 Climate models project robust<sup>1</sup> differences in regional climate characteristics between present-day and global warming of 1.5°C, and between 1.5°C and 2°C. These differences include increases in: mean temperature in most land and ocean regions (high confidence), hot extremes in most inhabited regions (high confidence), heavy precipitation in several regions (medium confidence), and the probability of drought and precipitation deficits in some regions (medium confidence).
- 1.1 Evidence from attributed changes in some climate and weather extremes for a global warming of about 0.5°C supports the assessment that an additional 0.5°C of warming compared to present is associated with further detectable changes in these extremes (medium confidence). Several regional changes in climate are assessed to occur with global warming up to 1.5°C compared to pre-industrial levels, including warming of extreme temperatures in many regions (high confidence), increases in frequency, intensity, and/or amount of heavy precipitation in several regions (high confidence), and an increase in intensity or frequency of droughts in some regions (medium confidence).
- 1.2 Temperature extremes on land are projected to warm more than GMST (high confidence): extreme hot days in mid-latitudes warm by up to about 3°C at global warming of 1.5°C and about 4°C at 2°C, and extreme cold nights in high latitudes warm by up to about 4.5°C at 1.5°C and about 6°C at 2°C (high confidence). The number of hot days is projected to increase in most land regions, with highest increases in the tropics (high confidence).
- <sup>1</sup> 'Robust' is used here to mean that at least 2/3 of climate models show the same sign of changes, and that differences in large regions are statistically significant.


#### FACT FILE

**The Intergovernmental Panel on Climate Change (IPCC)** is the UN body for assessing the science related to climate change. It was created to provide policymakers with regular scientific assessments on climate change, its implications and potential future risks, as well as to suggest adaptation and mitigation options.

- <sup>1</sup> **robust** (scientific use) agreed on by most studies  
<sup>5</sup> **precipitation** Niederschlag  
<sup>6</sup> **drought** long time without rain  
<sup>9</sup> **assessment** judgement  
<sup>10</sup> **detectable** erkennbar  
<sup>17</sup> **GMST** Global mean surface temperature  
<sup>18</sup> **latitude** Breitengrad/  
Gebiete in diesem Breitengrad  
(longitude = Längengrad)

IPPC Special Report, October 2018

#### 1 COMPREHENSION

- a)  Scientific texts can be difficult to understand. Mark or note down important words relating to the areas mentioned in the headline. Then visualise the content on paper. Compare your results with a partner.
- b) Write a summary that a ten year-old could understand. → S13

#### 2 ANALYSIS

Illustrate the main points in a two-minute video for people of your age. → S29.3

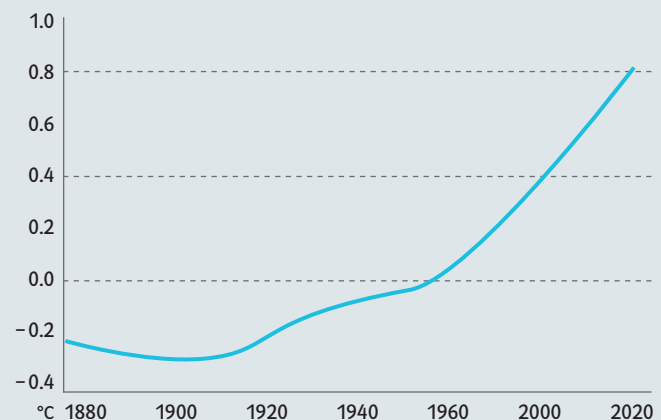
#### 3 EVALUATION

Discuss which climate changes mentioned in the text would affect you and those you know.

#### 4 VISUALS

Describe the graph and analyse its message in relation to the text. → S27

Global Average Temperature 1880–2020, Land and Ocean  
(Temperature vs. baseline in °C)



Global Average Temperature 1880–2020, www.climatelevels.org



## Rising sea levels pose threat to homes of 300m people

More than three times more people are at risk from rising sea levels than previously believed, research suggests. Land that is currently home to 300 million people will flood at least once a year by 2050 unless carbon emissions are cut significantly and coastal defences strengthened, says the study, published in Nature Communications. This is far above the previous estimate of 80 million. The upward revision is based on a more sophisticated assessment of the topography of coastlines around the world. Previous models used satellite data that overestimated the altitude of land due to tall buildings and trees. The new study used artificial intelligence to compensate for such misreadings. Researchers said the magnitude of difference from the previous Nasa study came as a shock. "These assessments show the potential of climate change to reshape cities, economies, coastlines and entire global regions within our lifetimes," said Scott Kulp, the lead author of the study and a senior scientist at Climate Central. "As the tideline rises higher than the ground people call home, nations will increasingly confront questions about whether, how much and how long coastal defences can protect them."

The biggest change in estimates was in Asia, which is home to the majority of the world's population. The numbers at risk of an annual flood by 2050 increased more than eightfold in Bangladesh, sevenfold in India, twelvefold in Thailand and threefold in China. The threat is already being felt in Indonesia, where the government recently announced plans to move the capital city from Jakarta, which is subsiding and increasingly vulnerable to flooding. The new figures show 23 million people are at risk in Indonesia, up from the previous estimate of 5 million.

Benjamin Strauss, Climate Central's chief scientist and CEO, said more countries may need to follow Indonesia's lead unless sea defences were strengthened or carbon emissions were cut. "An incredible, disproportionate amount of human development is on flat, low-lying land near the sea. We are really set up to suffer," he said.

The authors say the calculations could still underestimate the dangers because they are based on standard projections of sea level rise in a scenario known as RCP2.6, which assumes emissions cuts in line with the promises made under the Paris agreement. Countries are currently not on course to meet these pledges. In a worst-case scenario with greater instability of the Antarctic ice sheet, as many as 640 million people could be threatened by 2100, the scientists say.

Strauss said a World Bank study using the old elevation data estimated damages of \$1tn per year by mid-century, and this would need to be updated. More sophisticated topographical measurements would also be necessary, he said. "The need for coastal defences and higher planning for higher seas is much greater than we thought if we are to avoid economic harm and instability," said Strauss. "The silver lining to our research: although many more people are threatened than we thought, the benefits of action are greater."

Jonathan Watts, *The Guardian*, 29 October 2019

<sup>6</sup> **sophisticated** *here:*  
better quality, using  
more accurate data

<sup>9</sup> **misreading**  
misinterpretation

<sup>10</sup> **magnitude** great size

<sup>11</sup> **assessment** judgement

<sup>19</sup> **x-fold** *x-fach*

<sup>22</sup> **to subside** to sink or  
fall

<sup>22</sup> **vulnerable** open to  
damage

<sup>40</sup> **silver lining** hopeful  
prospect, good side

**5 COMPREHENSION** Describe the mistake made in earlier coastline assessments.

**6 LANGUAGE** Practise varying your language use by rephrasing...

- the sentence in ll. 2 ff. by using 'if' instead of 'unless', and.
- the sentence in ll. 37 ff. by using 'unless' instead of 'if'.

**7 SPEAKING** Discuss which possible solutions for coastal habitats would be most feasible. → S23

## In The Wall Climate Change Pushes Us Further Apart

The British novelist and journalist John Lanchester has long explored large, systemic problems in his fiction. His 2012 novel *Capital*, for instance, examines the onset of the 2008 financial crisis. His latest, *The Wall*, takes on climate change. It's set in the near future, in a nation surrounded entirely by water. The government has built an enormous wall to keep out the rising seas as well as the "Others," desperate people from less privileged nations seeking escape from the catastrophes of climate change. This is a world fighting over basic resources, and the generation just out of high school gets drafted to defend the wall, their "tours" lasting two years each.

The protagonist is Joseph Kavanagh, a recent graduate who isn't sure what he wants to be when he grows up but who's fascinated by the lives of the "elites" – the world's most privileged who escape the draft. When we meet him, Kavanagh has just begun his tour. The long, cold nights he spends on the wall throw his loyalty to his country into question, and he begins to wonder about the morality of keeping out the Others. *The Wall* is a harrowing but beautifully written novel that speaks not only to the uncertainties of life in the Anthropocene but also to recent discourses surrounding racial and economic divisions, nationalism, and immigration. [...]

**AMY BRADY** *The Wall* depicts the aftermath of a world ravaged by catastrophic climate change. Was there a particular report or point of public discussion that inspired the story?

**JOHN LANCHESTER** The book actually came to me in a dream. I dreamed of a wall in the cold holding back water. But since having that dream I've been trying to keep up on discussions surrounding climate change, reading about it and following it as best I can. It's been hard to think about it or engage with it because it's so unwieldy and grim.

**AMY BRADY** And yet your book seems so realistic.

**JOHN LANCHESTER** There is one aspect of climate change in particular that I've followed closely – something called climate departure. It's based on scientific studies with literally billions of different data points. The data shows that climate change has brought about a whole new range of temperatures around the globe. Climate departure occurs when current averages begin to exceed previous ones. I was quite struck by this.

**AMY BRADY** I read a lot of novels that deal directly with climate change, but yours is one of the few to address the relationship between climate and conflict so explicitly.

**JOHN LANCHESTER** I think that scientists and other experts are cautious about drawing too explicit a line between climate change and conflict. But conflict is implicit in the data. If sea levels rise, and coastlines get drowned, and crops fail, then we could see conflicts over resources on a scale that the world has never seen. One of the scarier scenarios is that tens of millions of desperate people will need to flee their homes.

**AMY BRADY** The title of your novel is rather provocative given Donald Trump's discourse on immigration. Did Trump's talk of building a border wall inspire any part of this book?

**JOHN LANCHESTER** Well, not directly, but the American 2016 election was going on when I was writing this book. And so was Brexit. This is a time of increased division and barriers, and walls of all kinds have come to represent that.

**AMY BRADY** Despite your novel's themes of division and conflict, it contains an air of hope. Are you hopeful for the future? Or do you think we're all doomed?

**JOHN LANCHESTER** I think hope is important. Climate change is so big, that without hope, we feel we have no agency, that there's nothing to be done. And that's an



<sup>1</sup> **systemic** relating to a system

<sup>2</sup> **onset** beginning

<sup>14</sup> **harrowing** very painful

<sup>15</sup> **Anthropocene** period of time when human activities have had an environmental impact on the Earth

<sup>24</sup> **unwieldy** not easy to manage

<sup>27</sup> **climate departure** the moment when average temperatures become so impacted by climate change that the old climate is left behind

<sup>48</sup> **to be doomed** to be certain that things will go terribly wrong

<sup>50</sup> **agency** the capacity to act or exert power



- 51 **despair** loss of hope  
 52 **obligation** sth one must do  
 61 **descendant** *Nachfahre*  
 62 **verdict** judgement  
 62 **to urge** *here:* to motivate, to persuade  
 69 **blame** responsibility for sth believed to deserve censure; *Schuld*

#### VIP FILE

**John Lanchester** (born 1962) is the author of several novels as well as several works of nonfiction. He is a contributing editor at the London Review of Books and his work has appeared in many newspapers and magazines. He lives in London.



invitation to despair, and that, in turn, is an invitation to inaction. We can't afford despair. I feel there's almost a moral and political obligation to be hopeful. That's the only way we will act collectively to keep the world at 1.5 degrees Celsius of warming. Two degrees is often used as the cut-off, but that half a degree means hundreds of millions of people are prevented from experiencing catastrophically negative impacts. 55

**AMY BRADY** We so often think of climate change as this dualistic proposition – that we will either stop it or not. But perhaps we should be thinking about it in terms of where we will stop it: at 2 degrees, or 3, or more.

**JOHN LANCHESTER** Yes, something I think about a lot is the kind of world we will leave behind us. How do we want to seem to our descendants? What kind of verdict do we fear? That's one of the ways to urge ourselves to action—to think about how our decisions will look in retrospect. 60

**AMY BRADY** You touch on that in your novel. Kavanagh's relationship with his parents is heart-breaking, because they walk around feeling guilty all the time. 65

**JOHN LANCHESTER** Yes, and he's really angry. If the scariest predictions of climate change happen within a generation or two, then we'll have generations of people living in what's effectively a different world. And it's hard to imagine that happening without a degree of blame. Kavanagh certainly carries that blame, and I think it's possible to wonder whether it's fair for him to do so. Family arguments so often are about what's true but not necessarily fair. 70

**AMY BRADY** I want to talk about the structure of your book, because it's unlike your previous work. It's almost circular in nature. Did that come to you fully formed?

**JOHN LANCHESTER** More fully formed than usual. I almost always have a sense of where the story is going when I'm writing. If I didn't it would feel like building a bridge without knowing where the other side would connect. [...] This book in particular has shifted something internally for me. Climate change was always hard for me to think about, and now I feel I must think about it. I hope the book has that effect on others as well. 75

Amy Brady, *Chicago Review of Books*, 27 March 2019

### 8 COMPREHENSION

- Describe what the plot of *The Wall* has to do with climate change.
- Outline John Lanchester's view of climate change.

### 9 ANALYSIS Analyse the language and emotions in this excerpt from *The Wall*.

None of us can talk to our parents. By 'us' I mean my generation, people born after the Change. You know that thing where you break up with someone and say, It's not you, it's me? This is the opposite. It's not us, it's them. Everyone knows what the problem is. The diagnosis isn't hard – the diagnosis isn't even controversial. It's guilt: mass guilt, generational guilt. The olds feel they irretrievably fucked up the world, then allowed us to be born into it. You know what? It's true. That's exactly what they did. They know it, we know it. Everybody knows it. [...] 5

Put it like this: there are some people my age who have a thing about beaches. They watch movies and TV programmes about beaches, they look at pictures of beaches, they ask the olds what it was like to go to a beach, what it felt like to lie on sand all day, and what it was like to build a sandcastle [...] Not me. Show me an actual beach, and I'll express some interest in beaches. But you know what? The level of my interest exactly corresponds to the number of existing beaches. And there isn't a single beach left, anywhere in the world. 10

John Lanchester, *The Wall*, 2019

### 10 EVALUATION Assess which characteristics of a dystopia are shown in the excerpt.

## C Protests and change

### Greta Thunberg's speech at the UN in 2019

My message is that we'll be watching you.

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you! You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing.

We are in the beginning of a mass extinction. And all you can talk about is money and fairy tales of eternal economic growth. How dare you! For more than 30 years the science has been crystal clear. How dare you continue to look away and come here saying that you are doing enough, when the politics and solutions needed are still nowhere in sight.

You say you 'hear' us and that you understand the urgency. But no matter how sad and angry I am, I don't want to believe that, because if you fully understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

The popular idea of cutting our emissions in half in 10 years only gives us a 50 per cent chance of staying below 1.5°C, and the risk of setting off irreversible chain reactions beyond human control. Fifty per cent may be acceptable to you. But those numbers don't include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tonnes of your CO<sub>2</sub> out of the air with technologies that barely exist. So a 50% risk is simply not acceptable to us – we who have to live with the consequences.

To have a 67 per cent chance of staying below a 1.5°C global temperature rise – the best odds given by the IPCC – the world had 420 gigatonnes of CO<sub>2</sub> left to emit back on January 1, 2018. Today that figure is already down to less than 350 gigatonnes.

How dare you pretend that this can be solved with business-as-usual and some technical solutions! With today's emissions levels, that remaining CO<sub>2</sub> budget will be entirely gone within less than eight and a half years. There will not be any solutions or plans presented in line with these figures here today. Because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us I say we will never forgive you. We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not. Thank you.

Greta Thunberg, Speech at the UN Climate Action Summit in New York, 23 September 2019

#### VIP FILE

##### Greta Thunberg

(born 2003 in Stockholm) is an environmental activist who came to fame in 2018 by skipping school and sitting in front of town hall with her poster "Skolstrejk för Klimatet". Her strike led pupils across the globe to actively participate in the conversation about climate change.



<sup>3</sup> How dare you! Wie könnt ihr es wagen? / Was fällt euch ein?

<sup>20</sup> equity fairness

<sup>32</sup> mature responsible, sensible, like an adult

**1 COMPREHENSION** Summarise the main points of the speech. → **S13**

**2 ANALYSIS** Examine the rhetorical elements and explain their effect. → **S10.2**

**3 VIEWING**

a) Watch a video of Greta's speech. Assess how her delivery (facial expressions, gestures and tone of voice) affects its message.

b) Find and watch Severn Cullis-Suzuki's speech from 1992 in Rio. Compare the two speeches with regard to their message, rhetorical devices and delivery.

## Climate change student strike inspired by politically correct teaching, academic says

Students striking over climate change inaction have been described as victims of “politically correct teaching” and include some who are “barely literate or numerate”. Thousands of young people across the country – and countless more worldwide – will walk out of school on Friday in a global day of action to incite governments to do more to reduce fossil fuel emissions. Organisers believe crowd numbers will be triple those of student strikes held in November.



But Dr Kevin Donnelly, a conservative commentator and senior research fellow at the Australian Catholic University, claimed the movement was the product of “biased” academics and failings in education. “A lot of these students are barely literate or numerate. I think it’s absurd.” Dr Donnelly, an education expert who has written about political correctness, which he says is “destroying” Australia, said 1,000 international scientists had dissenting views about the cause and extent of climate change. He said there had been next to no recognition of this by academics who support the striking students. “It’s all very well to be politically correct, but there’s no rationality or reason behind it that stands up,” he said, adding that students should protest on the weekend so they didn’t miss school. “We’re going backwards in international testing in terms of maths, science and English, and I really suggest they should be putting the effort into raising standards rather than stunts like this.”

### FACT FILE

**Dr. Kevin Donnelly** is the author of “A Politically Correct Dictionary and Guide” (2019). In a style resembling Donald Trump’s tweets, he calls Australian politicians names such as “Shifty Bill”.

Adelaide Year 10 student Nyah Bacon said the School Strike 4 Climate movement had three goals: to stop Queensland’s Adani coal mine, to ban new fossil fuel exploration, and to have Australia commit to 100 per cent renewable energy by 2030. She will be among the 3,000 young people expected to gather outside the SA Parliament for an 11:00 am protest on Friday. “We never expected anything this global or this large and it’s amazing to see how far it has come,” Nyah said.

Professor Mark Howden, director of the Australian National University’s Climate Change Institute, said young people had every right to be concerned about climate change and “the world in which they’re going to live”. He said he could understand why people might get upset about the short-term impacts of shutting down coal-fired power stations and transitioning to renewable energy. “But I would suggest that school children have a different timeframe in mind,” Professor Howden said. “They’re obviously concerned about the next 10 years, but they’re also concerned about the next 50, and that’s where I think the motivation for these climate strikes is coming from. “These young people in their teens, they’re going to be around when the Earth could be as much as three or four degrees warmer, and that would be an extremely challenging proposition for them.”

The United Nations in February announced that 20 of the past 22 years had been the hottest on record. Drawing from US, British, Japanese and European data, it said 2018 had been the fourth highest on record and cited a litany of extreme weather events across the globe such as wildfires, droughts and floods. “The long-term temperature trends are far more important than the ranking of individual years, and that trend is an upward one,” the UN’s World Meteorological Organisation secretary-general Petteri Taalas said.

<sup>3</sup> **numerate** able to understand and work with numbers

<sup>4</sup> **to incite** to encourage sb to act

<sup>15</sup> **to dissent** to differ in opinion

<sup>25</sup> **stunt** sth extreme done to gain attention

<sup>30</sup> **SA Parliament** the South Australia Parliament building

<sup>45</sup> **litany** a long list

<sup>46</sup> **drought** long period of time without rain



50 Australia endured its hottest summer on record during 2018–19, according to the Climate Council, when more than 200 extreme weather records were broken across the country.

Nyah recently returned from Sweden where she participated in Friday strikes with Greta Thunberg, the teenager who inspired the global movement. Greta has  
55 regularly protested outside the parliament in Stockholm since August and vows to do so until Sweden makes good on its commitments under the Paris climate agreement. Students in 98 countries have now taken similar action against their governments.

Malcolm Sutton, ABC Radio Adelaide, 15 March 2019

**4 COMPREHENSION** Describe the positions for and against continuing climate demonstrations by school children as presented in this article.

**5 RESEARCH** Find out the difference between weather and climate and relate it to the information in lines 43–52.

**6 SPEAKING** 🗣️🗣️ Have a panel discussion about the school strikes. As guests you can use the people mentioned in this text, who will represent their varying views. You may also want to invite a climate change denier. → **S24**

## On the Rocks

I'll have an oil spill  
on the rocks.  
Earthshaking. Dirty.  
I want the works.  
5 Nitrous oxide, CO<sub>2</sub>,  
give me rolling mist,  
smoke, smog.  
Polluted.  
Can you fill it to the brim?  
10 Raise the sea levels?  
Spray it with acid to give it that  
kick?

I want heat, flames  
fuelled by fossil.  
15 Complex notes. Bitter.  
Rim the glass with coal,  
garnish with palm,  
and put it on my tab.

Ella Duffy, Poetry Society website, 2010

<sup>2</sup> **on the rocks** (of cocktails) served with ice cubes  
<sup>9</sup> **to the brim** up to the edge of the glass  
<sup>15</sup> **note** here: characteristic feature  
<sup>16</sup> **to rim** here: to put sth on the drinking edge of a glass  
<sup>17</sup> **to garnish** to decorate  
<sup>18</sup> **tab** here: bill, check

**7 COMPREHENSION** Read the tip and use the first three steps to describe the poem.

**8 ANALYSIS** Examine the metaphor used in the poem and comment on its appropriateness for this topic. → **S6.1**

**9 CREATIVE TASK**

- a) Based on what you have read so far, write a speech about climate change that also uses a metaphor. → **S15** OR
- b) Make a poster for a protest based on one of the texts in this topic. OR
- c) Write your own poem on a climate theme.

## TIP

### Interpreting poetry

First, make sure you understand what the poem is about. Second, clarify who the speaker is. Third, ask yourself what the speaker's attitude is towards the subject. Furthermore, look for metaphors and interpret them based on this information.

- 10 MEDIATION** While chatting online with a friend from America, you tell your friend about a new packaging-free supermarket in town. You have never been shopping there, but just found this article. Your friend asks how it works. Read it and write four chat entries to your friend explaining what you would have to take with you and three advantages of the system. →S26



### Verpackungsfreier Supermarkt: Einkaufen ohne Verpackung

Der verpackungsfreie Supermarkt liegt im Trend, denn immer mehr Menschen wollen einkaufen ohne Verpackung. Utopia hat sich umgesehen und stellt dir eine Liste der besten Shops und Läden zusammen, in denen du ohne Müll und/oder plastikfrei einkaufen kannst.

Vielseitig, leicht, praktisch – und eines der größten Umweltprobleme unserer Zeit: Plastik. Darauf zu verzichten ist nicht einfach. Doch es geht: Das zeigen zum Beispiel die Zero-Waste-Bewegung und die wachsende Zahl von verpackungsfreien Läden, die – nach dem Vorbild von „Original Unverpackt“ – in den vergangenen Jahren im deutschsprachigen Raum entstanden sind oder noch entstehen.

Ein verpackungsfreier Supermarkt oder „Unverpackt-Laden“ kommt ohne Einwegverpackungen aus. Diese Shops, Läden und Märkte bieten alle Waren „offen“ oder notfalls in wiederverwendbaren (Pfand-)behältern an. Kunden können sich die gerade benötigte Menge selbst abfüllen oder einpacken und auf diese Weise endlich plastikfrei einkaufen. Egal ob Nudeln, Reis, Hülsenfrüchte, Kaffee, Süßwaren, Seife oder Waschmittel: Hier bekommt man fast alles als lose Ware.

In verpackungsfreien Supermärkten werden viele der Produkte in großen, an die Wand montierten Spendern, so genannten „Bulk Bins“, aufbewahrt, so dass man sich die Ware selbst abfüllen kann. Gewürze und Kräuter löffelt man sich zum Beispiel aus großen Gläsern in kleine, Essig und Öl füllt man sich aus großen Kanistern oder Flaschen in kleine Flaschen, Eier packt man in selbst mitgebrachte Kartons, Käse in Papier, Vorratsdosen oder Wachstücher.

Einkaufen ohne Verpackung funktioniert selbst mit Duschgel oder Waschmittel, dank des Prinzips des Selbst-Abfüllens. Das Eigengewicht der mitgebrachten Behälter wird vor dem Befüllen in den Unverpackt-Läden abgezogen, so dass man wirklich nur bezahlt, was man mitnimmt. Und wer gerade keine eigenen Behälter dabei hat, kann im Laden welche erwerben oder ausleihen.

Das Konzept der plastikfreien Läden wie zum Beispiel „Original Unverpackt“ oder „Ohne“ ist so einfach wie zukunftsweisend: Es spart Unmengen an Plastikverpackungen, die unter hohem Energieaufwand produziert werden, nur um kurz nach dem Einkauf im Müll zu landen. Die Kunden ihre Waren selbst abfüllen zu lassen, erlaubt es ihnen zudem, nur die wirklich benötigte Menge zu kaufen und so Lebensmittelverschwendung zu reduzieren. Viele der verpackungsfreien Läden verkaufen darüber hinaus ausschließlich Bio-Waren und legen besonderen Wert auf regionale Erzeugung – umweltfreundlicher ist nur die Eigenproduktion.

## Ten ways to help the earth: What can be done? What must I do?



### 11 SPEAKING

- Write down a brief list of things you consume during a typical day. What electronic devices do you use? What kind of transport do you use? What do you eat? Where do you shop? What things do you recycle?
- Share your list with your group and decide which activities you estimate have the most environmental impact. Put the activities in order from highest to least impact.
- Do some research and try to confirm or correct your estimates. How well did you evaluate your carbon footprint?

- 12 ANALYSIS** “Reuse, reduce, recycle” is one mantra of the environmental movement. Use the pictures for some ideas that may help. Explain which ones are practicable for you and why. Create a list of ten steps that you can and will actively take to decrease your carbon footprint.

### 13 VIEWING → S29.2

- Watch the film *One Lifetime*. State what the supporters of Extinction Rebellion demand and state who they are directing their demands towards.
- Interpret the symbolism of their logo.
- Describe the composition of the video and comment on how the elements and structure are supposed to appeal to and affect the viewer.

### 14 SPEAKING

- Where would you draw the line? First draw a scale for climate action between the poles of “peaceful demonstrations” and “willing to use violence” with steps in between like “skipping school”, “holding up traffic” or “damaging property”. Then discuss how far you would go yourself, and which of these actions would be legal and/or legitimate.
- Looking into the future, discuss what a ‘green economy’ would look like. What kind of a ‘green job’ might interest you?
- First, decide what must be done to save the earth and what you can do to help. Then write two speeches to convince people that something needs to be done now to stop the climate crisis. Aim one speech at your friends. The other should target your parents and their generation. → S15
- Prepare a short, informal speech to convince a friend or stranger to help improve the climate forecast by doing one of the following things: → S15
  - Using a recyclable coffee cup instead of a paper coffee-to-go cup.
  - Going to market with cloth bags instead of buying produce wrapped in plastic at a store.
  - Walking to school instead of being driven by your parents.
  - Repairing shoes and clothes instead of buying new ones





## D Emotional responses

### Stung

After reading Kim Severson's "On the Trail of Tupelo Honey, Liquid Gold From the Swamps."



- <sup>8</sup> **tupelo** type of tree
- <sup>13</sup> **swath** wide strip
- <sup>14</sup> **fickle** inconsistent
- <sup>15</sup> **whim** capricious idea
- <sup>22</sup> **precarity** Unsicherheit
- <sup>23</sup> **to hoard** to collect for oneself
- <sup>23</sup> **lush** rich, plentiful
- <sup>25</sup> **imperative** rule, guide
- <sup>26</sup> **glut** excessive quantity
- <sup>27</sup> **Anthropocene** period of time when human activities have had an environmental impact on the Earth
- <sup>37</sup> **varietal** variety of produce using very specific ingredients

I suck the honey  
of summer's starting  
<sup>5</sup> from the hive,  
come late to loving  
this season of excess and sweat.  
In tupelo country,  
the blooms came early,  
<sup>10</sup> were licked, then stripped  
by hurricane.  
The hives left battered, smashed,  
and floating on dark swathes  
of swamp. A fickle thing –  
<sup>15</sup> to make a living on the whim  
of an insect. Their fragile industry  
so easily interrupted. It seems  
each day, now, another species dies.  
Another city sinks by inches  
<sup>20</sup> toward the sea. Yet the season turns  
and summer is more precious  
for its precarity, a luxury  
to hoard. This greenery, this lush  
spill of life. Bees can roam for miles  
<sup>25</sup> in search of nectar. I crave such  
imperative.

To know my purpose in the glut  
of the Anthropocene. Instead,  
I keep my hunger close,  
smoke-piped and sleepy.  
<sup>30</sup> Tell myself that means something.  
My impermanence  
seems beside the point. The tidy drama  
of my life. While I sleep soundly  
acres of forest burn. I do not think  
<sup>35</sup> we will be forgiven, not for this.  
Breath constricts. The most prized  
varietals of honey fetch higher prices  
each year,  
are said to taste of cinnamon and  
tangerine,  
glow almost green when held to the  
light.  
<sup>40</sup> Some never crystallize. Will still, years  
later,  
pool like butter on the tongue.  
I want this, somehow, to make it better –  
that the sweetness at least, will last.

Caroline Shea, 2019

#### 1 COMPREHENSION

- a) State what the poem is about.
- b) Describe the persona based on what we learn from the poem.
- c) Point out the tone of the poem.

#### 2 ANALYSIS Find the words and phrases that appeal to the senses and explain how their connotations work together to create images of life, love and death.

#### 3 EVALUATION

- a) Luckily, poems can be interpreted in different ways. With a partner discuss how you each interpret certain parts of the poem. List the words and images that have multiple meanings, depending on one's interpretation.
- b) It has been claimed that "poem is metaphor"; that verse often describes one thing but really means another. Apply this idea to "Stung" and write your interpretation of the main metaphor. → S6.1
- c) Comment on the title of the poem.

#### 4 RESEARCH Read the New York Times article which motivated the poet to write "Stung". Find the elements from the article which she used and discuss how her choices strengthened her poem.

**5 BEFORE YOU READ** Make a list of stylistic devices that writers, speakers and advertisers often use to appeal to their audience's emotions. Mark the ones you use or notice most often. → **S10.2**

## **"Everybody has something to lose": the exciting, depressing life of a climate writer**

Some days, I am filled with dread. Some nights, I have trouble sleeping. But I would not swap my job for any other.

As global environment editor for the Guardian, I report from the Amazon to the Arctic on the disappearing wonders of a rapidly deteriorating world. Along with a growing number of colleagues, I investigate who is affected, who is to blame and who is fighting back.

This is both depressing and exciting. The trends for the climate, the oceans, the forests and the soil are unrelentingly frightening. Humanity has never faced a more wicked problem than the collapse of these natural life support systems. Nobody is free of responsibility. Everybody has something to lose, especially those with the most power. The challenge is huge, urgent and beset with opponents. But change is happening nonetheless.

The primary challenge for a journalist is to make it feel personal. Without that, the science becomes abstract, global issues seem too huge to grasp, and it becomes difficult to relate to far off places and other species. Without that, the "environment" slips too easily into an elite pigeonhole for academics, policymakers and middle-class white people, when it should be recognised as the main driver of inequality, conflict and injustice. This is not just another subject; it is a prism through which to see the world. [...]

In English, the word "environment" is uneasy on the ear and stiffly at odds with the vibrant orgy of life it represents. This reflects the word's hodgepodge Victorian origins. The first use of "environment" in its modern sense was in 1828 by the Scottish thinker Thomas Carlyle, who borrowed the French "environ" (surrounding) to express the German term "Umgebung" in a controversial translation of Goethe.

In that era, the word denoted – as now – a flux of landscape, spirit and culture that shaped humanity more naturally than the mechanistic drives of the Industrial Revolution. But it was also wrapped up inside a western Enlightenment duality of self and "other". The environment became something to exploit, rather than something that humanity was part of. As Albert Einstein later put it: "The environment is everything that isn't me."

This was a brilliantly simple way of describing how every individual feels themselves to be the centre of their own universe, but it also suggested nature is something separate that we can affect without being affected: that we can run down without paying a price.

Carlyle and Einstein would probably be horrified at how far this duality has gone. Over the past 50 years, the natural environment has been treated as an antonym of the human economy. The greater the gap between them, the more peripheral and frightening the environment seems. This is evident in politics, business and the media.

Every major country now has an environment ministry, though they are almost always the weakest parts of the government. Every major corporation has a sustainability officer, though only rarely do they make important decisions. Almost every newspaper and TV station has an environment desk, but in most organisations they are neglected ghettos outside the more prestigious political and economic teams. People might criticise this state of affairs, but politicians,



- <sup>1</sup> **dread** great fear
- <sup>4</sup> **deteriorating** becoming inferior in quality
- <sup>8</sup> **unrelenting** constant
- <sup>11</sup> **beset** cursed, plagued
- <sup>16</sup> **pigeonhole** neat category
- <sup>20</sup> **at odds** in contrast
- <sup>21</sup> **hodgepodge** mixture
- <sup>25</sup> **to denote** to stand for
- <sup>33</sup> **to run down** to decline in physical condition
- <sup>44</sup> **to neglect** to give little attention to

## FACT FILE

### The Sunrise Movement

is a group that wants to motivate “young people to stop climate change and create millions of good jobs in the process”.

<sup>47</sup> **pang** sharp attack of mental pain

<sup>54</sup> **IPCC** The Intergovernmental Panel on Climate Change

<sup>56</sup> **margin** *Spielraum*

<sup>57</sup> **to disrupt** to interrupt the normal course

<sup>67</sup> **mire** *here*: troublesome situation (*Sumpf*)

<sup>68</sup> **peer-reviewed** read and approved by others active in that area

<sup>69</sup> **paramount** superior to all others

<sup>71</sup> **to resonate** produce a response

executives and editors could counter that they are simply responding to the public mood. Voters, consumers and readers might have the occasional pang of conscience about the environment, but very few treated it as a priority. Until recently, it was psychologically easier to push the issue to the margins.

That has changed dramatically over the past year. The peripheral issue has moved front and centre. This is partly thanks to long campaigns by climate campaigners, given new life by Greta Thunberg, school strikers, Extinction Rebellion and the Sunrise Movement. It is because persistent warnings from scientists are so much starker in the wake of the IPCC’s 1.5C° report last October. And most of all, it is because record heat, fires, storms, droughts and species decline show we are hitting ecological limits. There is no margin left.


To accurately reflect the disruption caused by the crisis, we have to disrupt our normal forms of reporting. The Guardian has responded by changing the language of our style guide to reflect the urgency expressed by scientists, by giving more prominence to the climate and nature crises, and by focussing attention on areas where change is needed – including fossil fuel corporations and the financial, legal and political systems that support them. I believe this will be just the start, and not just for the Guardian. In future, I hope journalists in all organisations and fields will question their role, put more priority on humankind’s relationship with nature, and re-imagine what coverage should be.

That does not mean following the populists in tearing up the foundations of knowledge and sinking into the mire of relativity and fake news. The battle for ideas is best fought in peer-reviewed journals rather than gladiatorial-style TV talk shows where loud voices drown out strong principles. Science remains paramount. Accuracy must always be the goal. But truth is more than datasets. It has to resonate on an emotional level. And it has to apply as much to the periphery as to the centre.

Bringing together the personal and the global is easier said than done, but that is the task ahead. In one way it has always been the job of journalists to make this connection. After all, that is what “media” means. But this work as a go-between feels particularly urgent now that our environment is breaking down and our politics is splintering into nationalist tribes. Addressing that is a responsibility. That is what keeps me from sleeping sometimes. It’s also what keeps me alive.

Jonathan Watts, *The Guardian*, 28 October 2019

## 6 COMPREHENSION

-  Create an outline for this text and give each part a title.
- Sum up the main message made here in 2–3 sentences.

## 7 ANALYSIS → S10.2

- Underline all the enumerations Watts uses in his text and comment on their effectiveness.
- Discuss to what extent the (over-)use of one particular stylistic device can weaken or strengthen a text.

## 8 EVALUATION Comment on Watts’s sense of mission.

## 9 VISUALS → S28.1

- Describe the pictures on this page and the previous page and comment on the feeling conveyed by the lighting, composition, colours and contents.
- Interpret the message of the pictures.





## Once the World Was Perfect

- Once the world was perfect, and we were happy in that world.  
 Then we took it for granted.  
 Discontent began a small rumble in the earthly mind.  
 Then Doubt pushed through with its spiked head.
- 5 And once Doubt ruptured the web,  
 All manner of demon thoughts  
 Jumped through –  
 We destroyed the world we had been given  
 For inspiration, for life –
- 10 Each stone of jealousy, each stone  
 Of fear, greed, envy, and hatred, put out the light.  
 No one was without a stone in his or her hand.  
 There we were,  
 Right back where we had started.
- 15 We were bumping into each other  
 In the dark.  
 And now we had no place to live, since we didn't know  
 How to live with each other.  
 Then one of the stumbling ones took pity on another
- 20 And shared a blanket.  
 A spark of kindness made a light.  
 The light made an opening in the darkness.  
 Everyone worked together to make a ladder.  
 A Wind Clan person climbed out first into the next world,
- 25 And then the other clans, the children of those clans, their children,  
 And their children, all the way through time –  
 To now, into this morning light to you.

Joy Harjo, *Conflict Resolution for Holy Beings*, 2015

## VIP FILE

The poet, writer, musician and Native American activist **Joy Harjo** was born in Oklahoma in 1951 of a Muscogee (Creek) father and a Cherokee-French mother. She has taught at several American colleges and was appointed the new United States poet laureate in 2019.




- <sup>2</sup> **to take sth for granted** to value too lightly  
<sup>3</sup> **discontent** dissatisfaction  
<sup>3</sup> **rumble** low heavy sound  
<sup>5</sup> **to rupture** to break through  
<sup>24</sup> **Wind Clan** ancestral group of the Muscogee Nation, of which Harjo is a member

**10 SPEAKING** *First reactions: Describe how you feel after reading this poem.*

**11 COMPREHENSION** *State the poem's theme and describe the persona and tone.*

### 12 ANALYSIS

- a) *Explain how the form helps to deliver the message. Look at the length of the lines, the rhythm and tempo with which the subject is presented, and other poetic techniques. → S6.1*
- b)  *Find words and phrases that have biblical, mythological or literary connotations. Share your associations with these words and their value in your appreciation of the poem.*

### 13 EVALUATION

- a) *Everyone in the class takes one sentence, comments on how it relates to the rest of the poem and interprets it as if it were the most important thought in the poem OR how the poem could not mean the same without this sentence.*
- b) *Discuss what insights your results give you into how the poem is structured. Note down your conclusions.*

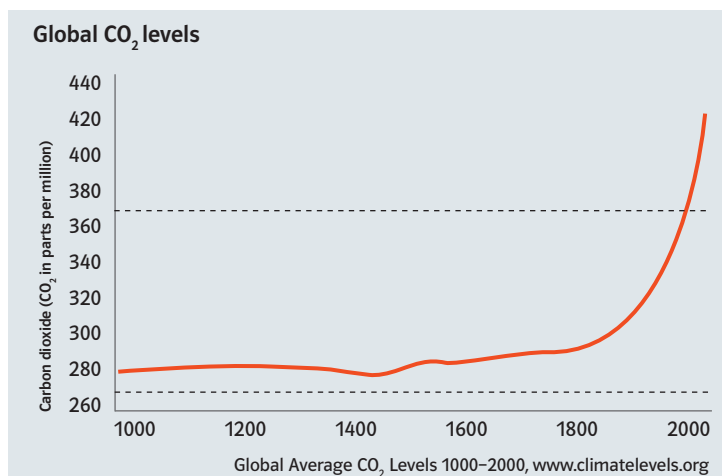
# Speaking mock exams

## Rising levels

### 1 MONOLOGUE/PRESENTATION

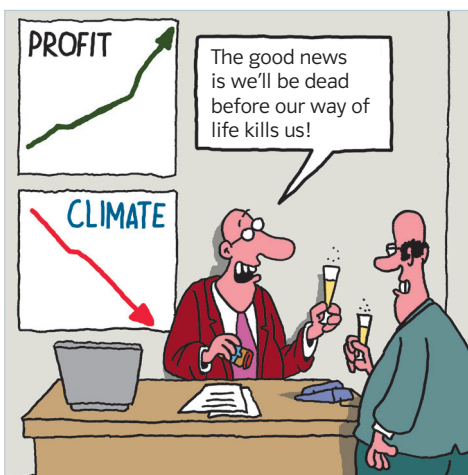
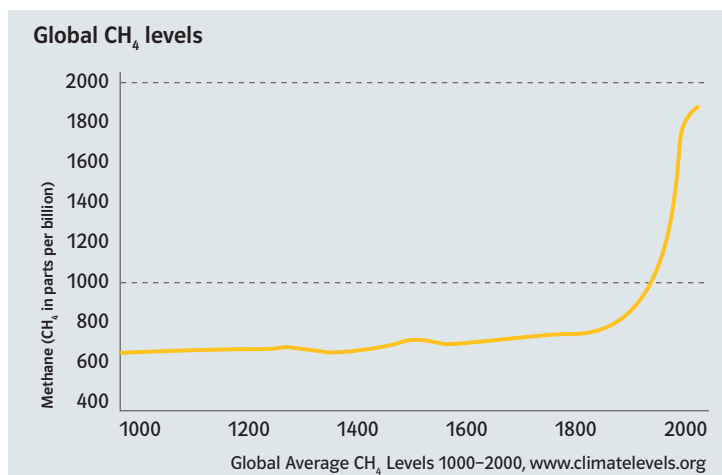
#### Partner A:

1. Describe and interpret the statistics about carbon dioxide levels. Explain what they might reveal about the changing climate over the past 1000 years.
2. Describe the cartoon and interpret its message.



#### Partner B:

1. Describe and interpret the statistics about methane levels. Explain what they reveal about the changing climate over the past 1000 years.
2. Describe the cartoon and interpret its message.



- ### 2 DIALOGUE
- Evaluate the effects of these statistics and cartoons and discuss possible impacts of the rising levels for the environment and society.

→ S23, S24

## Protesting for change

### 1 MONOLOGUE/PRESENTATION

**Partner A:** Describe the picture and examine the message of the protest.




**Partner B:** Describe the picture and examine the atmosphere of the event.



### 2 DIALOGUE Discuss strategies of environmental movements and their effectiveness in winning the people's support. → S23, S24



## Making the most of what we have left

**1 WARM-UP**  Talk with your partner about the climate crisis and your life in these times of ecological imbalance. Some of these questions may help you focus your dialogue:

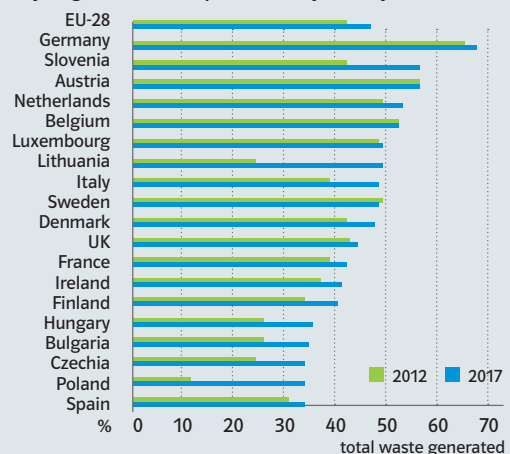
- How much do you read about carbon footprints?
- When was the last time you consciously reduced, reused or recycled?
- What do you do to minimise your carbon footprint?

**2 MONOLOGUE/PRESENTATION** 

**Partner A:** Describe the picture and comment on your reaction to it. Then analyse the statistics, commenting on their message.




Recycling rate of municipal<sup>1</sup> waste, by country, 2012 and 2017



<sup>1</sup> municipal city, local

**Partner B:** Describe the picture and comment on your reaction to it. Then explain the connection between veganism and the environment.



**3 DIALOGUE**  Discuss how you can reduce your carbon footprint in your everyday life. → S23, S24

## Textquellen

**3** Paul Munden (Ed.), "Feeling the pressure: Poetry and Science of Climate Change", British Council, 2008; **6–7** aus: "21 Lessons for the 21st Century", Yuval Noah Harari, Jonathan Cape Ltd. 2018; **8** Lilace Mellin Guignard, Poetry, January 2019.; **9** © 2018 Intergovernmental Panel on Climate Change.; **10** Johanthan Watts © 2019 Guardian News & Media Ltd.; **11–12** This interview first appeared in the Chicago Review of Books. 2019; **12** From: "The Wall", John Lanchester, Faber & Faber Ltd, London, 2019; **13** Greta Thunberg's Speech At The U.N. Climate Action Summit, 2019; **14–15** Malcolm Sutton, ABC Radio Adelaide, 15 March 2019; **15** Ella Duffy, Poetry Society Website, 2010; **16** Annika Flatley, Utopia.de, 1. September 2019; **18** Shea, Caroline, <https://tinderboxpoetry.com/stung>; **19–20** Johanthan Watts © 2019 Guardian News & Media Ltd.; **21** Joy Harjo, "Once the World Was Perfect", aus Conflict Resolution for Holy Beings, 2015

## Bildquellen

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Alliance (Shan He), Frankfurt; **7.1** Global Footprint Network National Footprint Accounts 2017; **7.2** [energytransition.org](http://energytransition.org), 2012; **8.1** Shutterstock.com RF (Calin Tatu), New York, NY; **8.2** Alamy Ltd. (Ikon Images/Gregory Baldwin), Abingdon, Oxon; **9.1** Global Average Temperature 1880–2020, [www.climatelevels.org](http://www.climatelevels.org); **10.1** Alamy stock photo (Parmorama), Abingdon, Oxon; **11.1** Alamy stock photo (Gill Copeland), Abingdon, Oxon; **12.1** Getty Images (Corbis Entertainment/Colin McPherson), München; **13.1** laif (UPI/Jemal Countess), Köln; **14.1** Getty Images (Saeed Khan), München; **16.1** Alamy stock photo (Vladimir Kazakov), Abingdon, Oxon; **16.2** Alamy stock photo (Kathy deWitt), Abingdon, Oxon; **16.3** Shutterstock.com RF (J. Chizhe), New York, NY; **17.1** Getty Images Plus (ozgurkeser/iStock), München; **17.2** Getty Images Plus (iStock Unreleased/Empato), München; **17.3** stock.adobe.com (Syda Productions), Dublin; **17.4** stock.adobe.com (B. Wylezich), Dublin; **17.5** 123rf Germany, c/o Imagine GmbH (monticello), Nidderau; **17.6** Alamy stock photo (Simon Belcher), Abingdon, Oxon; **17.7** Alamy stock photo (Robert Evans), Abingdon, Oxon; **18.1** Alamy stock photo (Pavo Real), Abingdon, Oxon; **19.1** Shutterstock.com RF (Khakimullin Aleksandr), New York, NY; **20.1** Shutterstock.com RF (beboy), New York, NY; **21.1** Getty Images (WireImage/J. Vespa), München; **22.1** Global Average CO2 Levels 1000–2000, [www.climatelevels.org](http://www.climatelevels.org); **22.2** www.CartoonStock.com (Schley, Karsten), Bath; **22.3** Global Average CH4 Levels 1000–2000, [www.climatelevels.org](http://www.climatelevels.org); **22.4** www.CartoonStock.com (Schley, Karsten), Bath; **23.1** Shutterstock.com RF (m\_sovinskii), New York, NY; **23.2** Shutterstock.com RF (dominika zara), New York, NY; **24.1** Shutterstock.com RF (Surapol Usanakul), New York, NY; **24.2** Eurostat 2012, 2017 [climatelevels.org](http://climatelevels.org); **24.3** Alamy stock photo (Robert K. Chin), Abingdon, Oxon

## Vocabulary used in this topic

activist	fertiliser	precarious
Anthropocene	flooding	prohibitive costs
better	foodkeeper	protest, to protest
biased	forest fires	to recycle
blame, to blame	fossil fuels	reduction, to reduce
bushfire	greenhouse gases	resources
CO <sub>2</sub> , carbon dioxide	grim	to reuse/reusable
carbon footprint	Holocene	run-off
cataclysm/catastrophe	to improve	scientifically proven
climate	to increase	(sea) level
coast	to lessen	sparsely/densely populated
to consume	to maintain	storage jar/canister/tin
containers	methane	summit meeting/conference
to degrade, degradation	to minimise	sustainability
despair	to mitigate	toxic
devastating	monoculture	vapour
doomsday/(to be) doomed	to neutralise/offset	to worsen
drought	NO <sub>2</sub> , nitrogen dioxide	to protest against government
to emit	packaging	inaction in the face of a/an ...
environment	to perish/die	to stop/slow down the
extinction	pollutants	environmental catastrophe



### **Update 2020** *Climate crisis*

- Schülermotivierende Materialien zu Klimakrise und *Fridays for Future*
- Jeweils angeboten auf Basis- und Leistungsfach-Niveau
- Aktuelle authentische Materialien mit zahlreichen Redeanlässen
- Kompaktes Grundwissen und kreative Textarbeit
- Vorbereitende Aufgaben zu mündlichen Prüfungen

Das Update finden Sie mit diesem  
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[www.klett.de/greenline-oberstufe](http://www.klett.de/greenline-oberstufe)

