

*The V4 Humanities Education for the Climate.  
Diagnoses – Best Practices – Recommendations [HEC]*

Mgr. Anita Račáková, PhD.

Department of Slavic Languages

Matej Bel University, Faculty of Arts

**Topic:** *Climate change doesn't affect me?*

**Target group:** foreign students of the bachelor's degree, proficient in the Slovak language at the B1 level according to the European Framework of Reference for Language skills.

**Course:** Slovak for foreigners (focus on teaching a professional/academic language).

**Length of the lesson:** 2 hours (80 minutes)

**Continuity of the teaching unit:**

In previous lessons, students have learned the basic principles of effective reading and comprehension of professional/academic texts, the use of terms and the formation of their definitions. They also learnt about the principles of construction of texts belonging to the model structure of professional/academic texts and their linguistic and stylistic characteristics.

**Educational goals:**

*a) learning objectives*

Student is able to:

- communicate fluently orally in Slovak about human responsibility for climate change, using general technical vocabulary and more complex grammatical structures;
- receive and produce written text on the topic of climate change using knowledge of relevant macro-textual and micro-textual conventions;
- argue in Slovak;
- think critically about the topic;

*b) cognitive objectives*

The student knows:

- conceptual content of the term climate change;
- the effects and consequences of climate change;

*c) educational objectives*

The student is aware of human responsibility for climate change.

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**Methods of teaching:** reception and production of text in oral and written form, discussion, interview, work with pictures, individual work, practical exercises, lecture.

**Forms of teaching:** frontal work, cooperative group work, pair work, individual work.

**Didactic materials and tools:** whiteboard, worksheet, stationery, paper, mobile phone or tablet, internet connection

### **List of references**

VOJTILLA, S. – ŠIROKÝ, P.: Globálne otepľovanie a klimatická zmena vo svete. Bratislava: O. z. ZA MATKU ZEM a Slovenská klimatická koalícia 2009.

## **Teaching course**

### I. INTRODUCTION - COGNITIVE STIMULATION

**Task 1** Students are asked to answer the following questions:

- 1. What do you understand by climate change?*
- 2. What weather or climate phenomena do you associate with climate change?*
- 3. Where have you come across the term climate change?*
- 4. Are you interested in the topic of climate change? Explain your position.*

**Task 2** Based on the answers to the first and second questions, students will try to formulate together an explanation of the term climate change. They apply their knowledge of the principles of formulating definitions and the linguistic devices that can be used in Slovak.

### II. CENTRAL SECTION

#### II.1. Working with term definitions

**Task 3** Students will do Exercise 1 from the worksheet. They will compare their explanation of climate change with different scientific definitions. Students will try to understand the texts without using a dictionary.

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**Task 4** Students will do Exercise 2 from worksheet. They will look up the correct meanings of terms and technical terms from the definitions in the previous exercise. They will check their understanding of terms related to climate change.

**Task 5** Students will do Exercise 3 from worksheet. Students need to compare the two contextual definitions from Exercise 1 and use key words to identify what they have in common and how they differ.

## II.2. Working with text

**Task 6** In Exercise 4 of the worksheet, students read a short text about the severity of climate change and replace the underlined words with appropriate synonyms. The text has an operative (appeal) function. Students will focus on comprehension. The teacher will draw attention to the use of intensifiers (adjectives, adverbs) and metaphors, which contrast with strictly objective technical terms and information.

**Task 7** Students will check their understanding of the text in Exercise 5 in the worksheet. They have to find true statements. They must also replace the false statements with true ones.

## II.3. Communication

**Task 8** The exercise is a synthesis of acquired knowledge and skills. Students will prepare a round table discussion on the topic *Climate change does not concern me*. The aim of the exercise is to practise argumentative and persuasive strategies in communicating about the topic of climate change.