

Solutions to the student worksheet: “Climate change – new words”

(Homework not included)

1) Discovering new words

- a. Read the article and highlight unfamiliar words.
- b. Pick three unfamiliar words you want to learn more about. Fill in Table 1 below.

Table 1: Information about new words

Unfamiliar word	Synonyms	Definition	Most frequent collocates
Example: <i>climate</i>	<i>atmosphere, weather</i>	The weather in some location averaged over some long period of time	1: <i>climate change</i> 2: <i>(to) change climate</i> 3: <i>global climate</i>
<i>fluctuation</i>	<i>variation, instability</i>	The quality of being unsteady and subject to fluctuations; an instance of change	1: <i>temperature fluctuation</i> 2: <i>price fluctuation</i> 3: <i>quantum fluctuation</i>
<i>rapid</i>	<i>fast</i>	Done or occurring in a brief period of time	1: <i>rapid growth</i> 2: <i>rapid change</i> 3: <i>rapid development</i>
<i>hostile</i>	<i>adverse, harsh</i>	Characterised by enmity or ill will	1: <i>hostile environment</i> 2: <i>hostile takeover</i> 3: <i>more hostile</i>

Note: These are only examples of words the students might want to know more about.

2) Let’s talk about temperature (see handout → Task 2 for instructions)

- a. What kinds of temperatures and temperature phenomena exist?

First, we want to look at words that refer to persons, animals or (abstract) things, first. This word class is called: **A) noun**, B) adjective, C) adverb, D) verb. (Circle the correct answer.)

Now try to find collocates of *temperature* which belong to this word class. Give two examples for each collocate: one where the word stands before and one where it comes after *temperature*. Discuss with partner what these words could mean.


Fill in Table 2 below. 

Table 2: Different kinds of temperatures and temperature phenomena

Collocates of “temperature”	Notes (questions, explanations etc.)
1. <u>surface</u> temperature	<i>surface</i> = ‘exterior, outside’; ‘the outermost level of the land or sea’
2. <u>water</u> temperature	
3. temperature <u>change</u>	<i>change</i> can also be a verb collocate of <i>temperature</i> . Do not mix them up!
4. temperature <u>record</u>	

b. How can we describe temperatures?

Words that *describe* what people and things are like are called:

A) nouns, B) verbs, C) adverbs, D) adjectives. (Circle the correct answer.)


Give two examples for each collocate of this word class: one where the word stands before and one where it comes after *temperature*. Have a quick chat with your partner about what these words could mean. 

Table 3: How can we describe temperatures?

Collocates of <i>temperature</i>	Notes (questions, explanations etc.)
1. <u>high</u> temperature	

This worksheet was downloaded from: Janzen, Lena & Lisa Hörnschemeyer (2021). “Learning words and collocations independently: Rising temperatures and climate science” In Le Foll, Elen (Ed.), *Creating Corpus-Informed Materials for the English as a Foreign Language Classroom*. <https://elenlefol.pressbooks.com>. CC-BY-NC 4.0.


2. <u>average</u> temperature	
3. temperature- <u>sensitive</u>	Usually connected to <i>temperature</i> by way of a hyphen to form one single adjective
4. temperature <u>high</u>	<i>high</i> can stand before <u>and</u> after <i>temperature</i>







c. What can temperature “do”?

Words that refer to *actions* are called: A) adverbs, B) adjectives, C) verbs, D) nouns

(Circle the correct answer.)

Find words of this word class that express what temperature “does” when it gets warmer or colder. Find three examples each. Write them down in Table 4 (always include the word *temperature*).

Table 4: What can temperature “do”? 

Temperature → higher/ warmer	Temperature → lower/ colder
 <i>temperature</i> <u>rise(s)</u>	 <i>temperature</i> <u>fall(s)</u>
 <i>temperature</i> <u>increase(s)</u>	 <i>temperature</i> <u>drop(s)</u>
 <i>temperature</i> <u>climb(s)</u>	 <i>temperature</i> <u>decrease(s)</u>

3) Finished already? Well done! Here’s more! (see handout → Task 3 for instructions)

a. Either ... or ...?

Recently, discussions about climate change have become increasingly louder.

If you want to inform others about climate change and its consequences, you will need to provide facts. Use the corpus to find out which collocation is more frequent for each sentence pair below. Circle the sentence most likely to be used by a native speaker of English.

A) The average <u>temperature rises</u> .	Frequency: <u>17</u>
The average <u>temperature increases</u> .	<u>10</u>
B) It is necessary to <u>reduce emissions</u> .	<u>465</u>
It is necessary to <u>decrease emissions</u> .	<u>9</u>
C) CO2 <u>gas is emitted</u> . ¹	<u>0</u>
CO2 <u>gas is released</u> .	<u>10</u>

b. What could I say instead?

In the text, we find the phrase *average temperature*. What else could you say instead of *average*? Find the three most common synonyms that also go with *temperature* and write them down together with their frequency number.

Table 5: Synonyms of *average*

	Synonym + <i>temperature</i>	Frequency per million
example	<i>average</i> temperature	570
1	<i>mean</i> temperature	207
2	<i>normal</i> temperature	45
3	<i>median</i> temperature	6

¹ You might not find any results when searching for *gas is emitted*. Write down “0” for frequency.