

NEWS BREAK

Wednesday's News Break selects an article from Tuesday, November 17 of The Seattle Times e-Edition for an in-depth reading of the news. Read the selected article and answer the attached study questions. **Please remember to always preview the content of the article before sharing with your students.**

Warming climate may increase flooding in Puget Sound area (NW Tuesday, page B2).

Pre-Reading and Vocabulary

1. Look at the title of this article. What do you think would cause our climate to get warmer? Why do you think this might lead to increased flooding in the Puget Sound area?

2. **Vocabulary: Match the words to the numbered definitions below.**

- A. amplify
- B. carbon dioxide
- C. climate change
- D. curbing
- E. delves
- F. emissions
- G. erosion
- H. focal point
- I. fossil-fuel
- J. landslide
- K. model
- L. ocean acidification
- M. precipitation
- N. projections
- O. variability

- 1. the gradual destruction of something by natural forces (such as water, wind, or ice)
- 2. to make (something) stronger
- 3. water that falls to the ground as rain, snow, etc.
- 4. a center of activity, interest, or attention
- 5. to search for information about something
- 6. significant changes to the chemistry of the ocean that occurs when carbon dioxide gas (or CO₂) is absorbed by the ocean and reacts with seawater to produce acid
- 7. able or likely to change or be changed
- 8. something sent out or given off
- 9. a gas that is produced when people and animals breathe out or when certain fuels are burned and that is used by plants for energy
- 10. a large mass of rocks and earth that suddenly and quickly moves down the side of a mountain or hill
- 11. to control or limit (something)
- 12. an estimate of what might happen in the future base on what is happening now
- 13. a fuel (such as coal, oil, or natural gas) that is formed in the earth from dead plants or animals

14. a long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature
15. a set of ideas and numbers that describe the past, present, or future state of something (such as an economy or a business)

Comprehension

1. A University of Washington climate-change study for Puget Sound forecasts a temperature rise of 2.9 to 5.4 degrees Fahrenheit by midcentury, resulting in wide-ranging shifts as more storms bring _____ rather than _____. **(Fill in the blanks)**
2. A warming climate is expected to result in an increased risk of what?
3. According to the study overall precipitation is predicted to do what? **(Multiple Choice)**
 - a) Decrease
 - b) Increase
 - c) Remain the same
 - d) None of the above
4. The report found, that due to more heavy rainfall, the Puget Sound region is expected to experience more frequent _____ and increased _____. **(Fill in the blanks)**
5. According to the study, climate models indicate more rain will fall during the _____ when rivers are already at high levels. **(Multiple choice)**
 - a) winter
 - b) spring
 - c) fall
6. The report also delves into the impacts of marine life from ocean acidification. Ocean acidification is caused by increasing levels of what?
7. Sea levels are also expected to rise, but the potential higher levels in Seattle range from 4 to 56 inches. The big range of possibilities largely reflect the wide differences in projections of what?
8. According to the study, any major reductions in curbing carbon emissions during the next few decades won't make much of a difference to what happens to the climate through midcentury. Why is that?
9. A big unknown is the extent to which the world will succeed in curbing emissions from what type of fuel that drive climate change?
10. According to the study, intense storms will become less frequent – true or false?

Additional Activities

1. Have students watch the NBC News video "The Domino Effect if Greenland's ice melts" at <http://www.nbcnews.com/video/icue/30281417#30281417> .
2. Using the search function of your e-Edition look for other articles about the effects of climate change. Choose one of the articles that interest you to read then summarize the article. How was the article you chose similar to the one you just read? How was it different?
3. Students can learn more about climate change and what they can do to help fight climate change at the Alliance for Climate Education (ACE) <https://acespace.org/students>.

News Break is posted to the Web on Wednesday and Friday. Please share this NIE News Break program with other teachers. To sign-up for the electronic edition for your class, please register on-line or call 206/652-6290 or toll-free 1-888/775-2655. Copyright © 2015 The Seattle Times Company

Answer Key to Vocabulary

- A. 2
- B. 9
- C. 14
- D. 11
- E. 5
- F. 8
- G. 1
- H. 4
- I. 13
- J. 10
- K. 15
- L. 6
- M. 3
- N. 12
- O. 7

Answer Key to Comprehension Questions

1. rain, snow
2. It is expected to result in an increased risk in flooding.
3. c) Remain the same
4. landslides, erosion
5. a) winter
6. carbon dioxide
7. The wide difference in projections of how fast the ice will melt (in Greenland and Antarctica)
8. Because most of the emissions that influence those changes have already been released.
9. Fossil-fuel
10. False – intense storms will become more frequent.