



Reducing your ecological footprint

SELF STUDY

If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their work with other students.

Before watching

- 1 Ask students to read through all the tips first and check meaning. When they've finished, ask students to compare answers in pairs. Then have them suggest other ways to reduce their carbon and water footprints and ask why we need to do that. Use students' answers to revise these phrases: *climate change, global warming, carbon dioxide emissions*.

Answers

- 1 Don't 2 Do 3 Don't 4 Do 5 Don't 6 Do

While watching

- 2a 37 Make sure students understand that they're only expected to write one or two words for each area the teenagers took action on.

Answers

- 1 paper 2 cans and plastic bottles 3 water
- 4 paper towels 5 lights
- 2b 37 **VIDEO SKILLS** Ask students to read through the video skills box to help prepare them for listening. Be prepared to play the video more than once and to stop and check answers after each problem and solution has been mentioned. If necessary, give some support on difficult language: (*that's just*) a waste/throw something away/people would forget to ... (= habitual behaviour in the past)/all the lights switched on/the lights are still on/It's actually a school rule (= in fact).

Answers

	Problem	Solution
1	People put paper in the bin and have only used one side	Two boxes, one for reusing, one for recycling
2	People throw away cans and plastic bottles	Bins for cans only and for plastic only, ask students to bring in bottles and containers they can reuse
3	People forget to turn the tap off	Posters and signs in the washroom
4	People don't use all the paper towels they take	Posters and signs in the washroom
5	People leave lights on	Posters and signs on classroom doors

VIDEO SKILLS: Understanding natural speech

Understanding unstressed weak forms in natural speech can be hard for students. Play or read the extract and ask students to notice where the weak forms are. Then they repeat the sentence the way Marcus says it. Tell them the key to understanding is to focus on the stressed words, which carry the main meaning, and not to worry if they don't hear the unstressed words.

- 3a 37 Before students do this exercise, point out that the word *funny* has two meanings (something that makes you laugh or something strange/unusual). The exercise involves more intensive listening. Stop after each benefit to give students time to write their answers (see the video timings in brackets). Students compare answers in small groups before checking with the class.

Answers

- 1 ... saves water, money and trees. (00:47)
- 2 ... 11 litres of water to make one sheet of paper? (00:52)
- 3 ... the school's a lot cleaner too. (01:08)
- 4 ... bring in fruit and other natural products. (01:19)
- 5 ... most people stopped doing this. (01:48)
- 6 ... to power an average light bulb for twelve hours? (02:25)

- 3b Encourage students to give reasons for their answers and accept what they say if they can give some form of justification. This is where students really start to focus on the life skill. Finally, ask students what other benefits there might be (e.g. less cleaning, saving money).

After watching

- 4a The message here is that being ecologically friendly doesn't have to stop when you leave school.

EXTRA SPEAKING

Ask students to work in pairs to develop and act out a short scene from a public information film about saving energy. Give them a few minutes to prepare and act it out. If you have time, get some pairs to act their scene out for the class. Elicit feedback.

- 4b **SKILLS 4 LIFE** This exercise involves students keeping a diary over five days and reporting back on the results. You could shorten the time to one or two days.

Students compare their diaries in small groups first and then with the whole class. Do they feel they are doing enough to reduce their carbon and water footprints?

REFLECT ON IT

Discuss the questions with your students. The idea is to get students talking about why it's hard to convince people to take action on a personal level to prevent climate change. It's an issue that can generate strong reactions, so it's important to have a discussion and not be judgmental.