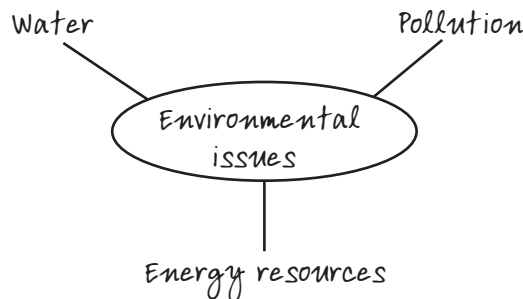


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Level 4 Unit 6

Worksheet**THE**
INDEPENDENT**Forget carbon: you should be checking your water footprint****Lead-in**

- 1 Look at the title. What is a 'water footprint'? Discuss your ideas in pairs and consider the differences between 'carbon' and 'water' footprints. How are they measured? Read the first three paragraphs to check.
- 2 Look at the mind map below. In groups of three, add as many words and ideas related to the environment as possible under the three categories.



Compare lists with the group sitting next to you.

Reading comprehension (1): reading for gist

- 3 Read the text quickly and tick the issues you added to your mind map that are also mentioned in the text. Which issue is considered the most important according to the author?

Reading comprehension (2): reading for detail

- 4 Read the text again and circle the correct answer for each question.

- 1 Water footprints enable consumers to find out
 - (a) how much water has been wasted when a product has been made.
 - (b) how much water has been used when a product has been made.
 - (c) how much water has been saved when a product has been made.
- 2 Water footprints refer to
 - (a) how much water has been used in production and transport.
 - (b) how much water has been used in production.
 - (c) how much water has been used in transport.
- 3 A 125 ml cup of coffee has a water footprint of
 - (a) 125 litres.
 - (b) 70 litres.
 - (c) 140 litres.

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Level 4 Unit 6

Worksheet

Forget carbon: you should be checking your water footprint

THE
INDEPENDENT

- 4 An alimentary product that seems to use less water during production than others is
- (a) barley.
 - (b) red meat.
 - (c) chicken.
- 5 The country with the highest water footprint is
- (a) The UK.
 - (b) The USA.
 - (c) Italy.
- 6 There is some doubt whether buying locally produced fruit and vegetables is better than buying products that travel some distance from their place of production. This is because many products from abroad
- (a) are produced more efficiently.
 - (b) are manufactured using less water.
 - (c) travel cheaply.
- 7 According to the writer the most important thing to do is
- (a) turn off the tap when you are cleaning your teeth.
 - (b) buy local products.
 - (c) recycle.
- 8 Most people
- (a) are not aware of how much water they use and many do not have access to sanitation facilities.
 - (b) are aware of how much water they use and have access to sanitation facilities.
 - (c) are not aware of how much water they use and have access to good sanitation facilities.

Vocabulary (1): synonyms

- 5 Work in pairs. Look at the words in *italics* in (a) to (h) below and then find them in the article (paragraph numbers are given in parentheses). Work out the meaning from context and then underline the closest synonym. The first one has been done for you.

(a) <i>ethical</i> (1)	principled	corrupt	dishonest
(b) <i>conscientious</i> (1)	careless	careful	irresponsible
(c) <i>scarce</i> (1)	abundant	frequent	insufficient
(d) <i>striking</i> (4)	unremarkable	extraordinary	unimpressive
(e) <i>modest</i> (6)	arrogant	moderate	unlimited
(f) <i>fiendishly</i> (7)	outrageously	reasonably	acceptably
(g) <i>mounting</i> (8)	diminishing	decreasing	increasing
(h) <i>tallying up</i> (10)	subtracting	adding up	removing

Which information in the text helped you to guess the meaning of each word? What do the other words in each of the examples have in common?

Forget carbon: you should be checking your water footprint

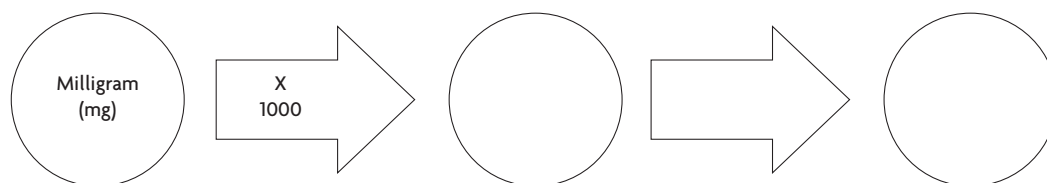
THE  INDEPENDENT

Vocabulary (2): measurement

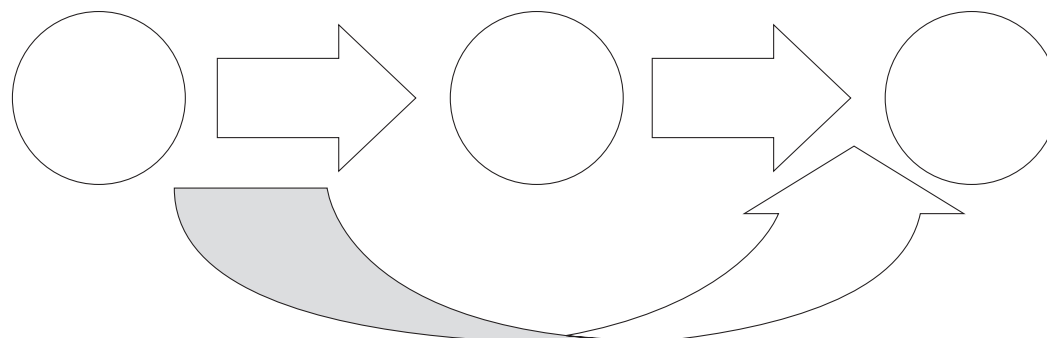
6 In pairs complete the diagram below using the words in the box.

×10	kilometre (km)	millilitre (ml)	×1000	centimetre (cm)	×100
Kilogram (kg)	metre (m)	×1000	×10	gram (g)	×1000
×10	centilitre (cl)	×1000	litre (l)	millimetre (mm)	

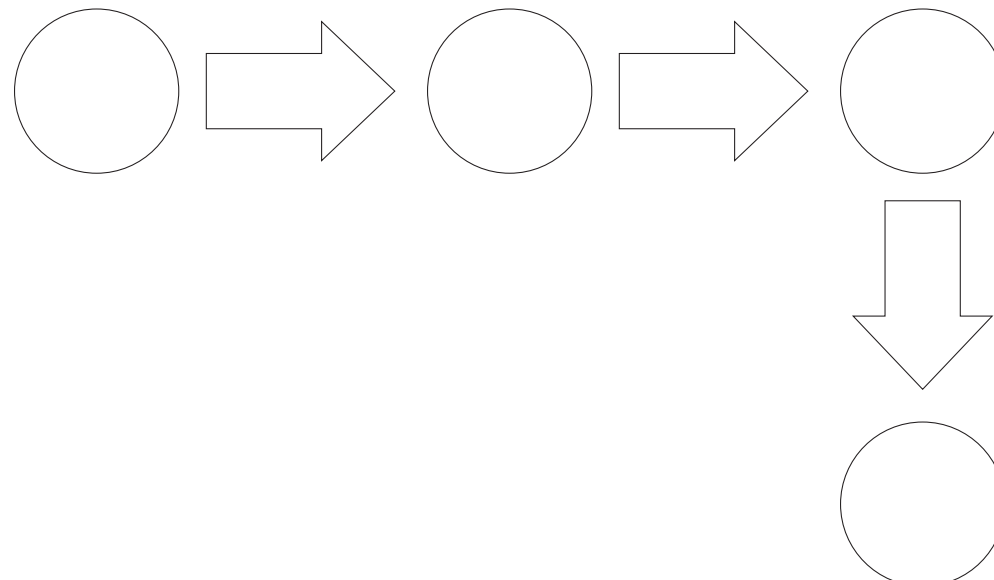
Weight



Liquid capacity



Length



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Level 4 Unit 6

Worksheet**THE** 
INDEPENDENT**Forget carbon: you should be checking your water footprint****7 Read through the text again. Note down**

- two numbers that refer to weight
- six numbers that refer to liquid capacity
- three other numbers

Compare lists with a partner.

Reading comprehension (3): number recall**8 Turn the article over or put it inside your coursebook. You teacher will ask you to write down some numbers.**

Listen very carefully to the instructions.

Discussion**9 In small groups discuss the following:**

- Which statistic surprised you most?
- What changes can we make in our lives to reduce our water footprint?

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