

English in Mind Second edition

Level 4 Unit 6

Lesson Plan

THE
INDEPENDENT

Forget carbon: you should be checking your water footprint

AIMS

- to read extensively and study an authentic text related to the Unit theme
- to practise reading for gist and for detailed comprehension
- to revise vocabulary: measurement, numbers and the environment
- to promote discussion
- to create a poster relating to the environment (further work)

Total time (approx): 1 hour 30 minutes

(Some activities can be done as homework.)

Give students 5 minutes to write as many words as they can. Then ask them to compare lists with another group.

Time: 15 minutes

Reading comprehension (1):
reading for gist

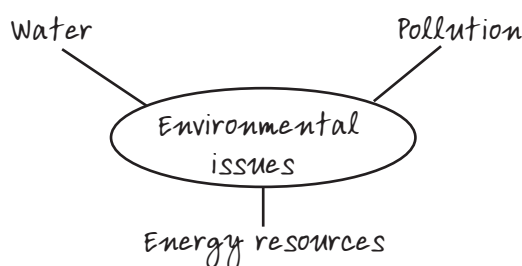
- 3 This activity links students' understanding of environmental issues to the text, emphasises how serious an issue water waste is and enables students to see how water footprints link to environmental issues in general. Ask students to read through the text and to tick the items they have brainstormed that appear in the text. Ideally, they should have mentioned waste, recycling, carbon (footprint), sanitation.

Key: Water

Time: 10 minutes

Lead-in

- 1 This task will activate students' background knowledge of the topic and vocabulary related to the environment covered in the unit. Before you distribute the article, give students the title and ask them, in pairs, to consider the differences between a 'carbon' footprint and a 'water' footprint and how they might be measured. Hand out the article and ask them to read the first three paragraphs. Keep feedback with students brief, but establish that a 'water footprint' refers to the amount of water used to produce the goods we use in our day-to-day lives.
- 2 To get students thinking more generally about environmental issues and to revise ideas already covered in the unit, draw the mind map on the board and elicit an example for each of the three categories. For example: **pollution** – toxic gases, pesticides, air, waste, CO₂, smog; **water** – lack of sanitary services, drought, desertification, flooding; **energy resources** – fossil fuels, solar, nuclear, petrol, oil, electricity, recycling.

Reading comprehension (2):
reading for detail

- 4 To check students' understanding of the finer detail of the text, ask them to read it again carefully and decide which statement is correct: a, b or c. Do the first question in plenary and then ask them to read and work alone. When they have finished they should compare answers with a partner before feeding back.

Key: 1b 2a 3c 4c 5b 6a 7c 8c

Time: 15 minutes

Vocabulary (1): synonyms

- 5 This activity focuses students' attention on some of the vocabulary items from the text in context. First ask them to find the words highlighted in italics on their worksheets in the text (paragraph numbers are given in parentheses for ease of location) and to try to decide what they mean. They should then choose a synonym from the list of options provided.

As a follow-up task, ask them to tell you how they decided on the synonym and what kinds of words the others are in relation to the word they were checking.

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- Key:
- b) *conscientious* (1) = careful
 - c) *scarce* (1) = insuffi cient
 - d) *striking* (4) = extraordinary
 - e) *modest* (6) = moderate
 - f) *fiendishly* (7) = outrageously
 - g) *mounting* (8) = increasing
 - h) *tallying up* (10) = adding up
- The other words are antonyms.

Time: 10 minutes

7 To consolidate students' knowledge, ask them to look back at the text and note down numbers relating to weight, liquid capacity and other statistics. It may also help them prepare for the following memory activity. To keep the activity pacy, give students a time limit and ask them to read and note down numbers relating to the topics below. If you are short of time, you could divide them into three groups and give them one section each, but bear this in mind when you sort the class into groups in the activity that follows. Possible answers are provided in the Key.

Key:

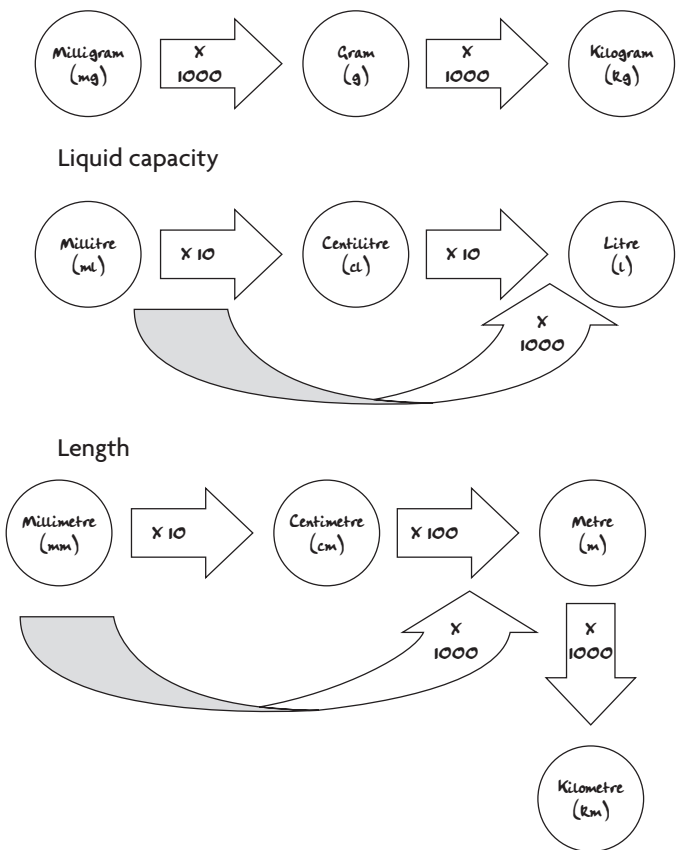
Weight	Liquid capacity	Other
100g 1 kg	70l 125ml 140l 1,300l 15,500l 3,900l 2,500m ² 1,245m ² 2,700l	2003 4 billion 2050 40%

Time: 10 minutes

Vocabulary (2): measurement

6 There are a number of references to measurement throughout the text. This activity revises language students should already be familiar with and will help them to quantify the extent of water resources used. Ask students to focus on the example and elicit that 1000 mg makes a gram. Then ask the students to continue.

Key:
Weight



Reading comprehension (3): number recall

8 This activity will test how much students remember about the numerical data that appear throughout the text. Ask students to turn the text over and to write numbers 1–10 in their notebooks. Demonstrate on the board that they should write the numbers as indicated below.

1	2
3	4
5	6
7	8
9	10

Dictate the following numbers

1 1,300	2 15,500
3 2003	4 2050
5 100	6 125
7 2,500	8 1,245
9 2/3	10 40

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Divide the students into two groups; 'odds' and 'evens'. In their groups, ask them to try to remember

what the numbers referred to in the text. Give a time limit. When they are ready, get them to feedback. The team with the most concise, grammatically and factually correct responses wins.

Time: 10 minutes

Discussion

- 9** This activity should enable students to consolidate and reflect on the ideas and statistics they have looked at in the text (and the unit) and provides a link to the final poster activity by encouraging them to round up/summarise their ideas. Students discuss the questions in small groups.

Time: 10 minutes

Further work

- 10 Writing.** This activity will help students to explore further many of the environmental issues covered in the unit and text and relate them to their school and local context. Tell students that you want them to create a poster to place in your school to raise

awareness of things that students can do in their daily lives to help the environment. Give them the following planning procedure and ask them to make a plan in their notebooks before preparing a map/draft of what the poster will look like.

- 1** Prepare a list of things students can do to help the environment at school.
- 2** Prepare a list of things students can do to help the environment at home.
- 3** Think of some headings for your poster that will attract students' attention.
- 4** Think about the images you would like to use. They can then prepare their poster. Depending on time and resources, this could be done in class time in pairs or as homework.

Time: 10 minutes (preparation)

This article first appeared on Monday, 21 April 2008, at www.independent.co.uk/environment/green-living/forget-carbon-you-should-be-checking-your-water-footprint-812653.html.

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