

Teaching **English**

Our family footprint: Worksheet 1

Task 1: The table below shows examples of vocabulary that can be useful in discussing family and household environmental issues. The words are divided into categories. With another student, look at each item and discuss what you think it means. You can check the meaning later with your teacher.

Transport and travel	Waste
car-sharing	landfill
emissions	raw materials
fuel efficiency	recycling – aluminum, plastic, glass,
home-working	paper, food, tin
Energy	Food
boiler	diet – meat, beef, vegetarian, vegan
energy efficiency	food miles
solar energy	food waste
thermostat	locally sourced
traditional energy sources – gas, electricity, oil, wood, coal	

Task 2: In the box below are comments from conversations between family members about their environmental footprint. Read the comments and then make a list of more ways that families can reduce their carbon footprint. The vocabulary above will help you as well.

- '... we never walk to the supermarket ...'
- '... we often leave the heating on at night ...'
- '... I sometimes buy locally produced food ...'
- '... we never walk anywhere, even though the school is so close to home ...'
- '... your grandmother always fixed things instead of throwing them away ...'











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Our family footprint: Worksheet 2

Task 3: Below are some questions about families and their environmental impact. This subject can sometimes be sensitive, so the questions need to be put in a sensitive way too.

Look at the question examples and underline any sensitive questions or advice. One has been done as an example.

Questions

Do you ever walk to school?

<u>Is it all right to discuss why you don't buy locally produced food?</u>

Do you mind if I ask about your electricity use?

How often do you take the bus to school?

Do you separate glass and paper waste?

How do you feel about trying car-sharing?

Do you ever fix 'old' clothes or shoes and not buy new ones?







