

# Keep your English up to date 4 Teacher's pack

Lesson plan and student worksheets with answers

## Carbon footprint



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**BBC Learning English – Keep your English up to date**  
**Lesson Plan: Teacher's notes**  
**Carbon footprint**

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1. Level, topic, language, aims, materials
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**Level:** Intermediate and above

**Topic:** The environment

**Aims:** Listening skills – A short talk

Language – ‘Carbon footprint’ and expressions with ‘foot’

**Materials:** Worksheet 1 – Introductory speaking and vocabulary exercises,  
Listening section 1  
Worksheet 2 – Listening section 2  
Worksheet 3 – Extra work: Vocabulary, language and discussion  
Audio script – Available in teacher’s notes  
Recording of the talk – Available online at [bbclearningenglish.com](http://bbclearningenglish.com)

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# BBC Learning English – Keep your English up to date

## Lesson Plan: Teacher's notes

### Carbon footprint

#### LESSON STAGES

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##### A

Explain to the students that they are going to listen to a talk by Gavin Dudeney, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the word 'carbon footprint'.

##### B

Hand out **Student Worksheet 1**. Students do **Speaking, Exercise 1** in small groups or pairs.

##### C

Students do **Vocabulary, Exercise 2** - without dictionaries at first.  
Practise the pronunciation of the vocabulary, as they will hear it in the talk.

##### D

Students read **Listening: Section 1, Exercise 3** and then listen to Section 1 of the talk.  
They answer question 'a'.  
Students listen again and do **Listening: Section 1, Exercise 4**.

##### E

Hand out **Student Worksheet 2**  
Students read **Listening: Section 2, Exercise 5** and then listen to Section 2 of the talk.  
They answer question 'a'.

##### F

Students try to answer **Listening: Section 2, Exercise 6**. They listen again to Section 2 to check/complete their answers.

##### G

If you wish to do some extra work with the class, hand out **Student Worksheet 3**  
For the vocabulary exercise, give the students copies of the audio script and play the complete talk as they read.

The language work focuses on other expression with 'foot' or 'feet'

The final discussion uses some of the language from the lesson.

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## **Lesson Plan: Teacher's notes**

### **Carbon footprint**

#### **AUDIO SCRIPTS**

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##### **Listening Section 1**

Did you know that when you buy flights with certain airlines you can now pay a bit more to offset your carbon footprint? Or perhaps you've read about big pop groups who plant forests of trees every time they do a tour, again, to offset their carbon footprint? But what exactly is a carbon footprint, how is it measured and where did it come from?

Originally a footprint was exactly what you might imagine – the print made by a foot. In the sixties, space travel transformed the word, using it to mean the landing area for a spacecraft, and it has continued to be common in technical circles, with people talking about the footprint of computers (that's the space they take up on a desk), printers and many other such gadgets. Small footprints are considered to be a positive thing, large ones are generally bad.

##### **Listening Section 2**

Everybody has a carbon footprint – it's the amount of carbon dioxide we produce with any action or activity. As carbon dioxide contributes to 'greenhouse gases', our carbon footprints have a direct impact on the environment. You can estimate your carbon footprint on any number of popular websites: if it's small, then you're probably leading a relatively green lifestyle. But what happens if it's big?

Well, the answer is that you can 'offset' it. This modern answer to the problem is for people to contribute to balancing the negative effects of their actions by using green fuels, recycling, reforestation and a number of other activities which are said to contribute to a lowering of the carbon dioxide.

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**Carbon footprint**

**ANSWER KEY**

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**VOCABULARY**

**Exercise 2**

- a. **transformed**                      changed, modified or altered
- b. **in technical circles**            contexts or situations that are connected to science and technology
- c. **greenhouse gases**            gases that stay in the atmosphere and lead to global warming
- d. **estimate**                         calculate approximately
- e. **green lifestyle**                 a way of life that is good for the environment
- f. **green fuels**                      sources of energy that are less harmful to the environment

**LISTENING: SECTION 1**

**Exercise 3**

- a. **iii.** Carbon footprint

**Exercise 4**

- a. True – ‘space travel transformed the word, using it to mean the landing area for a spacecraft.’
- b. False – ‘it has continued to be common in technical circles.’
- c. False – ‘Small footprints are considered to be a positive thing, large ones are generally bad.’

**LISTENING: SECTION 2**

**Exercise 5**

- a. ‘Everybody has a carbon footprint – it’s the amount of carbon dioxide we produce with any action or activity.’

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### **Lesson Plan: Teacher's notes**

#### **Carbon footprint**

##### **Exercise 6**

- a. False – ‘You can estimate your carbon footprint on any number of popular websites.’
- b. False – ‘if it’s small, then you’re probably leading a relatively green lifestyle.’
- c. True – ‘you can ‘offset’ it [by] balancing the negative effects of [your] actions by using green fuels, recycling, reforestation and a number of other activities which are said to contribute to a lowering of the carbon dioxide.’

#### **EXTRA WORK**

##### **VOCABULARY**

###### **Exercise 7**

- a. the sixties
- b. gadgets
- c. reforestation

##### **LANGUAGE**

###### **Exercise 8a**

- a. To land on your feet
- b. To put your feet up
- c. To be rushed off your feet
- d. To put your foot down
- e. To put your foot in it
- f. To get cold feet
- g. To be on your feet all day
- h. To have feet of clay

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### Lesson Plan: Teacher's notes

#### Carbon footprint

##### Exercise 8b

- a. I'm so tired! When I get home, I'm just going to put my feet up and watch TV.
- b. I can't come out tonight. My parents have put their feet down and said I have to study for my exams.
- c. I'm sorry, I can't meet you tonight. I am rushed off my feet at work and will work late.
- d. He really put his foot in it when he asked about her husband – they got divorced just last week!
- e. Oh, I'm so tired. I've been on my feet all day. I just want to go to bed.
- f. I'm getting cold feet about my wedding next week. I'm not sure he is the right man for me. What shall I do?
- g. Most people who are admired turn out to have feet of clay. I mean, some people even criticize Mother Theresa of Calcutta.
- h. I really landed on my feet when I found this flat in central London. It's really cheap, but in a great location.

## WORKSHEET 1

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### SPEAKING

**1. Discuss these questions with your partner.**

**a. What do you know about the environmental problem known as global warming?**

Try to answer the questions below and use the language in the box to help you.

What is it?

What is causing it?

What are the effects of it?

temperature	the energy from the sun	carbon dioxide	fossil fuels
glaciers	polar ice cap	sea levels	climate change

**b. In what ways are governments and individuals trying to solve this problem?**

**c. Do you think we are doing enough to solve the problem of global warming?**

**d. What do you do that is negative and positive for the environment?**

### VOCABULARY

**2. Match these words and phrases to their definitions.**

- |                                |   |
|--------------------------------|---|
| a. <b>transformed</b>          | gases that stay in the atmosphere and lead to global warming        |
| b. <b>in technical circles</b> | calculate approximately   |
| c. <b>greenhouse gases</b>     | sources of energy that are less harmful to the environment          |
| d. <b>estimate</b>             | a way of life that is good for the environment                      |
| e. <b>green lifestyle</b>      | contexts or situations that are connected to science and technology |
| f. <b>green fuels</b>          | changed, modified or altered  |

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### **LISTENING SECTION 1**

**3. Now, listen to Gavin Dudeney talking about a new word or phrase connected to the environment.**

**a.** What is the word/phrase that is under discussion in the talk?

- i.** Car phone four point
- ii.** Carbohydrate
- iii.** Carbon footprint
- iv.** Carbon food drink

**4. Listen to Section 1 again and decide if the following statements are true or false, according to Gavin Dudeney.**

- a.** Footprint first developed a new meaning as humans began to explore space.
- b.** The new use of the word footprint is only rarely used.
- c.** It is better if something has a large footprint as it is more stable.

## WORKSHEET 2

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### LISTENING SECTION 2

5. In the second part of the talk, Gavin explains more about the word ‘carbon footprint’, which he mentioned at the beginning of the first part of the talk. Listen to Section 2 of the talk and answer these questions.
- a. What is a carbon footprint and who has one?
6. Listen again to Section 2. Are the following sentences true or false?
- a. It is not easy to find out the size of your carbon footprint.
- b. A small carbon footprint means your lifestyle is bad for the environment.
- c. To offset your carbon footprint is to do something that is positive for the environment in order to compensate for your harmful production of carbon dioxide.

## WORKSHEET 3 - EXTRA WORK

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### VOCABULARY

7. Find the phrases in the text that have the following meanings.

- a. the decade from 1960 to 1969
- b. devices or machines
- c. planting new trees

### LANGUAGE

8a. There are many phrases and expressions which use the word 'foot' or 'feet'.

Match the expressions with the definitions below.

To land on your feet

To put your foot in it

To put your feet up

To put your foot down

To get cold feet

To be on your feet all day

To have feet of clay

To be rushed off your feet

- a. To be lucky, or to find yourself in a good situation after being in a difficult one.
- b. To relax, usually by sitting down and doing very little.
- c. To be very very busy.
- d. To firmly refuse to do something, or to not allow someone to do something.
- e. To do something accidentally that upsets or annoys someone.
- f. To suddenly feel nervous about doing something that you have planned to do, often with the consequence that you do not carry out your plan.
- g. To be standing up for a long time, so that you now feel exhausted.
- h. When somebody you really admire turns out to have many serious faults, and so it is now hard to respect them.

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### 8b Complete the sentences with the expressions from Exercise 8a

- a. I'm so tired! When I get home, I'm just going to \_\_\_\_\_ and watch TV.
- b. I can't come out tonight. My parents have \_\_\_\_\_ and said I have to study for my exams.
- c. I'm sorry, I can't meet you tonight. I am \_\_\_\_\_ at work and will have to stay late.
- d. He really \_\_\_\_\_ when he asked about her husband – they got divorced just last week!
- e. Oh, I'm so tired. I've \_\_\_\_\_ all day. I just want to go to bed.
- f. I'm \_\_\_\_\_ about my wedding next week. I'm not sure he is the right man for me. What shall I do?
- g. Most people who are admired turn out to \_\_\_\_\_. I mean, some people even criticize Mother Theresa of Calcutta.
- h. I really \_\_\_\_\_ when I found this flat in central London. It's really cheap, but in a great location.

### Discussion

#### 9. Discuss these questions with your partner.

- a. Has there ever been a time when you have landed on your feet?
- b. What kinds of things have your parents put their feet down about?
- c. Are there any important people in your country who have turned out to have feet of clay?
- d. When did you last get cold feet about doing something? Did you go ahead with your plan?
- e. Have you been rushed off your feet recently?
- f. When you have been on your feet all day, what do you do when you get home and put your feet up? Watch TV? Watch a DVD? Listen to music? Listen to the radio? Read?
- g. Who do you think has the biggest carbon footprint, you or your partner(s) in this activity?
- h. Have you ever put your foot in it with someone? What happened?