

Look at the list of energy saving methods that we all can use.

Put each one into the correct column.



- Dry clothes outside, not in a washer dryer.
- Use natural light as much as possible.
- Do not fill kettles to make just one cup of tea.
- Collect rainwater to fill the watering can.
- Do not leave equipment on standby.
- Wash only a full washing machine of clothes.
- Use thermostats on radiators.
- Use a compost bin.
- Wear more layers of clothing instead of turning up the heating.
- Grow organic vegetables.
- Use reusable bags.
- Install solar panels.
- Use energy efficient light bulbs.
- Use a manual lawnmower.
- Buy locally produced food.
- Use the bus to get to the shops.
- Insulate the loft.
- Walk to local shops.

Out shopping	At home	In the garden

In one colour, highlight the energy saving measure that you think is most important.
In another colour, highlight the energy saving measure that you think is least important.

Teaching notes

Level: intermediate (B1/B2).

Aims:

- to learn vocabulary related to energy and the environment
- to practise asking questions
- to practise describing graphs.

Timing: approximately one hour (excluding the poster task – allow an extra 40 minutes minimum).

1. Brainstorm ways in which we can save energy and so protect the environment. Feed in / improve on vocabulary related to energy and the environment.
2. Put students in pairs and give them the list of energy saving methods from p.1. Encourage them to ask each other about unfamiliar words and to check in a dictionary.
3. Feed back as a whole class and clarify any vocabulary that students are still unsure about.

Out shopping	At home	In the garden
<ul style="list-style-type: none"> • Use reusable bags. • Buy locally produced food. • Walk to local shops. • Use the bus to get to the shops. 	<ul style="list-style-type: none"> • Do not fill kettles to make just one cup of tea. • Use energy efficient light bulbs. • Do not leave equipment on standby. • Wear more layers of clothing instead of turning up the heating. • Use thermostats on radiators. • Dry clothes outside, not in a washer dryer. • Wash only a full washing machine of clothes. • Use natural light as much as possible. • Insulate the loft. • Install solar panels. 	<ul style="list-style-type: none"> • Use a compost bin. • Use a manual lawnmower. • Grow organic vegetables. • Collect rainwater to fill the watering can.

4. Conduct a class survey to find out what the students themselves do to save energy. You could divide up the points in the table above between four groups of students and ask them to interview their classmates (*Do you use reuseable bags? Do you buy locally produced food?*) and keep a tally of positive answers. Note that a positive answer to *Do you leave equipment on standby?* will be *No* and that present perfect questions with *Have you ...?* make more sense for *Insulate the loft* and *Install solar panels* than present simple *Do you ...?*
5. Students can then produce graphs of class results (bar and/or pie charts) and write a paragraph describing each graph.
6. They could also design a poster to encourage family members / fellow students to save energy at home/school.