

Reduce your Carbon Footprint

Vocabulary

Grammar

Punctuation

Composition

This information text is written to inform and explain how people can reduce their carbon footprint in the form of a report. It uses technical and precise vocabulary, which gives a formal, knowledgeable tone to the writing, and directly addresses the reader through the use of rhetorical questions and choice of pronouns used (you, your, we, us, our).

Reduce your Carbon Footprint

by Anita Loughrey

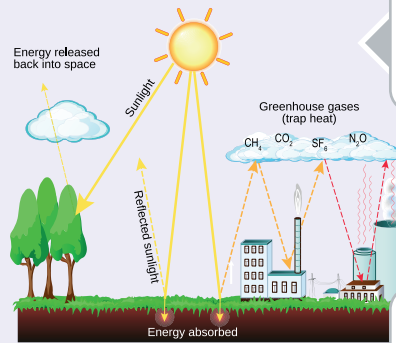
The introduction introduces the topic and explains why it is important.

What is your carbon footprint?

The carbon footprint is the total greenhouse gas emissions, such as carbon dioxide and methane, polluting our atmosphere. These emissions cause the Earth's surface and the air above it to get warmer because gases trap the heat from the Sun. This is known as the greenhouse effect, as it traps heat in the same way as glass in a greenhouse, causing global warming, which is disastrous for our planet. As a consequence of this, the ozone layer, an invisible layer of protective gases around the earth, is being destroyed. The ozone layer helps protect us from the Sun's harmful rays that can cause skin cancer.

Human activities such as burning oil, coal and gas, as well as deforestation, are the main reasons for increased carbon dioxide concentrations in the atmosphere.

Greenhouse effect



A diagram is used to display complicated information clearly.

A conjunction is used ('because') and an adverbial ('as a consequence'), which both show cause and effect and help create cohesion within the paragraph.

Cohesive device used to add information.

Think about...

What can you do to help?

We can reduce our carbon footprint and aim to achieve environmental sustainability by:

PLANTING MORE TREES
Trees absorb carbon dioxide, and generate oxygen, which we need to breathe. By absorbing carbon dioxide, trees help to fight climate change.



WALKING OR CYCLING TO SCHOOL
Not only is this good exercise, it helps reduce the amount of emissions in the air. Also, less energy is needed to build a bicycle than to manufacture a car.



A fronted adverbial is used ('Also,') to add information and create cohesion.

GROWING YOUR OWN FRUIT AND VEG
Plants, including fruit and vegetables you grow yourself, all take in carbon dioxide so will reduce our carbon footprint in the same ways as trees. Growing your own fruit and veg and buying locally grown food will result in goods being transported for shorter distances, cutting greenhouse gases from exhaust fumes.

Commas are used when adding parenthesis (additional information) to the sentence.

A cohesive device is used to show cause and effect.

It is important to care for the environment and the community we live in.

A colon is used to introduce a list.



The Five Rs:

A noun phrase is created, using a hyphen to create a compound adjective.

Refuse – Just say NO! Use renewable energy instead of fossil fuels. Avoid single-use plastics and paper products by opting to use reusables.

Rot – Use a compost bin for any food scraps. Waste rots into compost to make our gardens grow.

Reduce – We can protect and improve our environment by saving energy and only buying what we need to reduce waste. This could be as simple as turning off a light, computer or television, or even using renewable energy to power our homes. Conserve water by turning off taps whilst you brush your teeth, shower instead of taking a bath, or have a shallow bath instead of using a power shower.

Reuse – Repair or upcycle things when they break or get damaged. You can reuse carrier bags, plastic bottles and takeaway packaging. You can also donate old clothes, games and toys to charity shops for other people to reuse.

Recycle – Turn litter into something new! Lots of materials can be recycled, such as rubber, paper, glass, plastic and metal cans. Recycling helps the environment as it saves natural resources like trees, saves energy and reduces the amount of waste sent to landfill sites. Recycling symbols tell us which packaging can be recycled. We can all help by picking up litter and placing it in the correct recycling bin.

Headings and subheadings are used to help present information clearly to the reader.

Every individual can make a difference. Every little thing helps.

Repeated words add emphasis and are used as a cohesive device.

Glossary

pollution – things that will harm the environment.

recycling – collecting paper, glass, plastic so it can be used again.

ozone layer – a gas in the outer atmosphere that protects the earth from the Sun's rays.

landfill sites – large holes filled with household and business waste and then covered over.

A glossary is included to explain technical vocabulary used.

Have you got a clear conscience?

- What things do you already recycle?
- How can you improve your recycling habits?
- Is all your waste being sent to landfill sites?

Think about...

It takes fifteen trees to make one tonne of paper. An average family uses six trees worth of paper a year.

Think about...

How much paper does your school use? Imagine if you recycled it all...

Recycling and buying products made from recycled paper means fewer trees need to be cut down. Paper recycling factories use less energy than those that make paper out of trees. Recycling one tonne of paper saves enough energy to power a family home for nine months!

Rhetorical questions are used to engage the reader and encourage them to think about the topic of the report.

Factual information is included for the reader.

Synonyms are used to create cohesion within the paragraph.

The conclusion sums up the important information, and the final sentences encourage the reader to become involved.

Tier 3 vocabulary, and statutory spelling words are used throughout the model text.