

CELEBRATIONS

Earth Day

Teacher's notes

Age: Teenagers/Adults

Level: Intermediate (B1)

Time: 30 minutes



at Exercise 2 and match the vocabulary to the definitions. Make sure to check they are using the correct pronunciation.

Activity: In this lesson, students will:

1. talk about environmental problems and solutions;
2. do a quiz about 'green' issues.

Language focus: vocabulary related to the environment; adverbs of frequency

Materials: one copy of the worksheet per student

Procedure

1. Write the date April 22 on the board. Ask students if they know what's special about this date. Hand out the worksheets. Ask students to read the introduction and find out. *Answer: It's Earth Day.*
2. Tell students that you are going to discuss the environment. Ask students how many types of environmental problems they can name, then direct them to the pictures in Exercise 1. Students match the vocabulary words in the box to the pictures. When they are finished, ask them to work in pairs and fill out the table with the same vocab – which are the problems, and which are the solutions? Check answers as a class – you could ask students to describe each issue/solution, checking vocabulary and understanding.

 **TEACHING TIP:** When teaching new vocabulary items, try to elicit any collocations that students may know using the new items as this will help them use the language more naturally.

Key:

Pictures: a. beach litter; b. smog; c. wind farm; d. exhaust fumes; e. rubbish dump; f. cycle scheme; g. oil slick; h. solar panels; i. water pollution; j. recycling
Table: Problems – oil slick, rubbish dump, smog, water pollution, exhaust fumes, beach litter
Solutions – wind farm, solar panels, cycle scheme, recycling

3. Ask students if they know any other vocabulary related to the environment. Tell them to look



TEACHING TIP: When focusing on pronunciation of individual words, try to elicit which syllable carries the prominent stress in each word and ask students to underline that syllable when practising pronunciation.

Key:

1. h; 2. b; 3. f; 4. d; 5. i; 6. a; 7. g; 8. e; 9. c

4. Ask what students do to help protect the environment. Students do the questionnaire in Exercise 3. Then they compare answers in pairs and check their scores.
5. Write the following words on the board – *reduce, recycle, reuse* – and check students know what they mean. Working in pairs, ask students to look back at each question in the questionnaire and decide what the problem is and if it can be solved by reducing, recycling or reusing.
6. Tell the students to read through the grammar rules in Exercise 4 then put the adverbs in the correct position for sentences 1–8.

Key:

1. He is **often** late for work.
2. She **sometimes** forgets to call her mum at the weekend.
3. You must **always** remember to pick your keys up before you leave the house.
4. They **usually** go for a beer after work.
5. I have **never** been to Scotland.
6. If I have time, I **normally** go to the gym in the evening.
7. I have **occasionally** thought about quitting my job to go travelling.
8. She **frequently** leaves the light on in the bathroom.

Extension activity: Make a poster

1. Students work in small groups and design a poster to encourage people to protect the environment. They should use their own drawings and ideas from this activity. Display these on the walls of the classroom.

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Exercise 2: The environment glossary

Match the words with the definitions.

- | | |
|--|---|
| <input type="checkbox"/> 1. climate | a. Increase in the Earth's surface temperature. |
| <input type="checkbox"/> 2. compost | b. Waste that is good for the earth. |
| <input type="checkbox"/> 3. conservation | c. To use something more than once. |
| <input type="checkbox"/> 4. environment | d. Conditions that affect life in an area. |
| <input type="checkbox"/> 5. extinct | e. Contamination that affects health and quality of life. |
| <input type="checkbox"/> 6. global warming | f. Preservation of natural resources. |
| <input type="checkbox"/> 7. habitat | g. The natural home of an animal or plant. |
| <input type="checkbox"/> 8. pollution | h. The normal weather conditions in a region. |
| <input type="checkbox"/> 9. recycle | i. Something that doesn't exist anymore. |

Exercise 3: How green are you?

Read the following statements. Are they true for you? Tick **always**, **sometimes** or **never**.

- | | |
|--|---|
| 1. I save plastic bags from the store and use them for other things (as rubbish bags, for example).
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | 8. When I am at home, the television is on.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never |
| 2. I boil a full kettle of water to make one cup of tea.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | 9. I recycle cans.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never |
| 3. If I am the last person to leave a room, I turn the light off.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | 10. If a bottle is refundable, I take it back to the shop.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never |
| 4. I go to work or school by car.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | |
| 5. I reuse paper. If I can't reuse it, I recycle it.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | |
| 6. I leave the water running while I brush my teeth.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | |
| 7. I take a bus or walk to work or school.
<input type="checkbox"/> always <input type="checkbox"/> sometimes <input type="checkbox"/> never | |

Quiz scores

Questions 1, 3, 5, 7, 9, 10: 3 points for always, 1 point for sometimes, 0 points for never.

Questions 2, 4, 6, 8: 0 points for always, 1 point for sometimes, 3 points for never.

Total score:

30–21 Excellent. You are really green and a friend to the environment.

20–11 Good. You try not to waste too much and are considerate to the environment, but you can do better.

10–0 Poor. You are not a friend of the environment. Perhaps you should think about the future of the planet some more.

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Exercise 4: Position of frequency adverbs

Frequency adverbs can go in the following positions in a sentence:

GRAMMAR

Before the main verb

She **never** eats burgers.

I **often** buy clothes online.

After the verb be

He is **always** late for work.

We are **never** invited to dinner parties.

Between the modal/auxiliary and the main verb

We can **always** ask him for help.

I have **often** thought about visiting Africa.

Always, ever, never, seldom and rarely

The adverbs **always**, **ever**, **never**, **seldom** and **rarely** need to be placed before the verb. These adverbs cannot be placed in the beginning or end of a sentence.

Used to and Have to

Used to and **have to** are always placed after adverbs.

We **sometimes used to** stay up the whole night.

He **occasionally used to** write to me.

Put the adverb in brackets in the correct place in sentences 1–8.

1. He is late for work. (often)

2. She forgets to call her mum at the weekend.
(sometimes)

3. You must remember to pick your keys up before
you leave the house. (always)

4. They go for a beer after work. (usually)

5. I have been to Scotland. (never)

6. If I have time, I go to the gym in the evening.
(normally)

7. I have thought about quitting my job to go
travelling. (occasionally)

8. She leaves the light on in the bathroom. (frequently)
