

# Earth Day



## Pre-Reading

### A. Warm-Up Questions

1. When is Earth Day?
2. Why does the earth need protection?
3. Which is more harmful, pollution or deforestation?
4. What do you do to help protect the earth?

### B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- |                          |  |
|--------------------------|--|
| ___ 1. protect           | a) the gradual increase of the earth's temperature |
| ___ 2. soil              | b) the environmental damage by one person          |
| ___ 3. nationwide        | c) to care for, to prevent damage                  |
| ___ 4. protest           | d) an organized, public display of disapproval     |
| ___ 5. international     | e) involving a whole country                       |
| ___ 6. global warming    | f) involving many countries around the world       |
| ___ 7. pollution         | g) harmful substances that affect the environment  |
| ___ 8. deforestation     | h) the removal of forests by man                   |
| ___ 9. consumer          | i) a buyer   |
| ___ 10. carbon footprint | j) the earth that plants grow in                   |



## Reading

1. Earth Day is on April 22. This is a day to think about how to **protect** the earth. We need to protect the earth's air, **soil**, and water. Plants, animals, and humans need protection to maintain a healthy earth.
2. In 1970, US senator Gaylord Nelson organized the first Earth Day event. The first Earth Day event was a **nationwide** environmental **protest**. Many college and university students helped raise awareness about the many ways that humans were damaging the planet.
3. In 1990, Earth Day became an **international** event. People around the world began raising awareness about environmental issues such as **global warming**, **pollution**, and **deforestation**. Nowadays, more than one billion people worldwide celebrate Earth Day each year.
4. What will you do to protect the earth this year? As a **consumer**, there are many things you can do to reduce your **carbon footprint**. You can reduce, reuse, recycle, and repurpose items and packaging. You can also refuse to buy things you don't really need.

## Comprehension

### A. True or False?

Are these sentences true or false?

Write T if the answer is true and F if the answer is false.

- \_\_\_\_\_ 1. Earth Day is on April 2.
- \_\_\_\_\_ 2. Earth Day started as a peaceful protest.
- \_\_\_\_\_ 3. The first Earth Day took place in the US.
- \_\_\_\_\_ 4. Earth Day became an international event in 1970.
- \_\_\_\_\_ 5. About one million people celebrate Earth Day each year.

## Comprehension cont.

### B. Ask & Answer

Practice asking and answering the following questions with your partner.  
Then write the answers in complete sentences below.

1. When is Earth Day celebrated?

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2. Who is Gaylord Nelson?

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3. What type of protest took place on the first Earth Day?

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4. When did Earth Day become an international event?

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5. What issues do people discuss on Earth Day?

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6. Name three things that consumers can do to protect the earth.

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# Vocabulary Review

## A. Unscramble the Words

Unscramble the words from the reading on page 2.

#	Scrambled	Unscrambled
Ex	rheat	<i>earth</i>
1	losi	
2	retaw	
3	tecport	

#	Scrambled	Unscrambled
4	testrop	
5	metacli	
6	natiodefotese	
7	lutpolnoi	

## B. Word Search

Find the words you unscrambled in Part A in the Word Search below.  
Did you spot two other words related to the environment?

w s o c h e a a f d c a d  
 r o r h f m d t t t m p e  
 u i f o e i e v a c d r f  
 c l p c c a f a v d a o o  
 h e r o v i o b r d e t r  
 s r o l w c o t c t o e e  
 m c t a a e e h l o h s s  
 u s e t r e e s i d a t t  
 r o c e m v m s m f a o a  
 w a t e r i a p a a x w t  
 u e m p o l l u t i o n i  
 d e g o r e s b e o f a o  
 a i r e l r y a x r d v n

### Bonus Words:

- \_\_\_\_\_
- \_\_\_\_\_



## Vocabulary Review cont.

### C. Conversation Topics

Which word from the box is each conversation about?  
 Two words will not be used.

#	Dialogue	Topic
1	A: Why are they cutting down all of the trees? B: They're going to build a shopping mall.	
2	A: I am not driving. I am walking to work today. B: Why? A: It's Earth Day. I want to do my part to protect the earth.	
3	A: We didn't make a backyard ice rink this year. B: Why not? A: It wasn't cold enough. The weather has changed a lot over the past few years.	
4	A: Why are all those people holding signs? B: They don't want more factories here.	
5	A: Does your country celebrate Earth Day? B: Of course! I think every nation celebrates Earth Day.	

#### Word List

- carbon footprint
- deforestation
- nationwide
- protest
- soil
- international
- global warming

### D. Practice

Now practice the conversations from Part C with a partner.

## Discussion

Discuss these questions in pairs or small groups.  
Then share your answers with the class.

1. Do you usually do something on Earth Day?
2. What was the last thing you purchased?  
Did you need it?
3. What do you do with packaging such as bottles, wrappers, and envelopes?
4. How do you get to school/work?
5. Do you have your own garden?  
Why is gardening good for the earth?
6. Do you have a bicycle?  
Why are bicycles good for the earth?
7. Do you have a car?  
How do cars cause climate change?
8. What is more important,  
reducing or recycling packaging?
9. What is more important,  
reusing items or refusing to buy them?
10. How often do you order take-out food and beverages? How is take-out food bad for the earth?


## Writing

### EARTH DAY TIPS

In English, we use imperative verbs to offer advice, tips, or suggestions. An imperative verb is the base form of the verb (without "to"). Write some environmental tips for Earth Day.

- *Walk to school.*  
\_\_\_\_\_
- *Bring your own reusable cup.*  
\_\_\_\_\_
- *Pack a waste-free lunch.*  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Listening

 <http://blog.esllibrary.com/2016/04/20/podcast-earth-day-low-intermediate/>

Fill in the blanks as you listen to the recording.

1. Earth Day is on April 22. This is a day to think about how to \_\_\_\_\_ the earth. We need to protect the earth's air, \_\_\_\_\_, and water. Plants, animals, and humans need protection to maintain a healthy earth.
2. In 1970, US senator Gaylord Nelson organized the first Earth Day event. The first Earth Day event was a \_\_\_\_\_ environmental protest. Many college and university students helped raise \_\_\_\_\_ about the many ways that humans were damaging the planet.
3. In 1990, Earth Day became an international event. People around the world began raising awareness about environmental \_\_\_\_\_ such as \_\_\_\_\_, pollution, and deforestation. Nowadays, more than one billion people worldwide celebrate Earth Day each year.
4. What will you do to protect the earth this year? As a \_\_\_\_\_, there are many things you can do to reduce your carbon footprint. You can reduce, reuse, \_\_\_\_\_, and repurpose items and packaging. You can also refuse to buy things you don't really need.

# Answer Key

**LESSON DESCRIPTION:**

This lesson includes a reading, vocabulary development tasks, comprehension questions, and a writing assignment using imperative verbs.

**LEVEL:** Low Int

**TIME:** 1.5–2 hours

**TAGS:** Earth Day, environment, protest, recycling, pollution, imperative

## Pre-Reading

**A. WARM-UP QUESTIONS**

1. Earth Day is on April 22.
- 2–4. Answers will vary.

**B. VOCABULARY PREVIEW**

- |      |      |      |      |        |
|------|------|------|------|--------|
| 1. c | 3. e | 5. f | 7. g | 9. i   |
| 2. j | 4. d | 6. a | 8. h | 10. b* |

\*For higher-level learners, you may want to explain that one's carbon footprint is specifically related to the greenhouse gases that are emitted by a single user's activities. You can give some examples, such as taking a flight or driving to work.

## Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 7. Help your students with vocabulary and expressions that they are unfamiliar with.

## Comprehension

After reading the passage, break students into pairs and have them practice asking and answering the comprehension questions. At the end of the oral practice, have the students write the answers. Review again orally with the whole class.

**A. TRUE OR FALSE?**

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. F | 2. T | 3. T | 4. F | 5. F |
|------|------|------|------|------|

**B. ASK & ANSWER**

1. Earth Day is celebrated on April 22.
2. Gaylord Nelson is the US senator who organized the first Earth Day event.
3. A peaceful protest by college and university students took place on the first Earth Day.
4. Earth Day became an international event in 1990.
5. People discuss many environmental issues, including pollution, global warming, and deforestation.
6. (Answers will vary.) Consumers can reduce, reuse, recycle, and repurpose items and packaging. They can also refuse to buy what they don't need. Walking to work or school is another idea.

*(continued on the next page...)*



# Answer Key cont.

## Vocabulary Review

### A. UNSCRAMBLE THE WORDS

- |            |                  |              |
|------------|------------------|--------------|
| 1. soil    | 4. protest       | 7. pollution |
| 2. water   | 5. climate       |              |
| 3. protect | 6. deforestation |              |

### B. WORD SEARCH

w s o c h e a a f d c a d  
 r o r h f m d t t t m p e  
 u i f o e i e v a c d r f  
 c p c c a f a v d a o o  
 h e r o v i o b r d e t r  
 s r o l w c o t t o e e e  
 m c t a a e e h o h s s  
 u s e t r e e s i d a t t  
 r o t e m v m s m f a o a  
 w a t e r i a p a a x w t  
 u e m p o l l u t i o n  
 d e g o r e s b e o f a o  
 a i r e l r y a x r d v n

### Bonus Words:

- air
- trees

### C. CONVERSATION TOPICS

Put students into pairs or small groups.  
Have students identify the related word from the word list.

1. deforestation
2. carbon footprint
3. global warming
4. protest
5. international

### D. PRACTICE

Now have students practice the dialogues from Part C.

## Discussion

Have students discuss the questions in pairs or small groups.  
Hold a group discussion, and ask students to paraphrase their classmates' thoughts and opinions.

## Writing

Review imperative verbs with your English learners before assigning this task. You may also want to hold a class vote to choose an Earth Day Challenge for your class (e.g., pack a litterless lunch, walk to school, take batteries to a recycling depot).

Try ESL Library's Functional English lessons for more practice with imperative verbs:

- *Following Instructions*  
<https://esllibrary.com/courses/92/lessons/2119>
- *Following Procedures*  
<https://esllibrary.com/courses/92/lessons/1755>

## Listening

1. protect, soil
2. nationwide, awareness
3. issues, global warming
4. consumer, recycle

### SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Most other English-speaking countries spell it this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

### EDITOR'S NOTE:

For the discussion questions on page 6, note that *take out* (n) and *take-out* (adj) are the preferred forms in American and Canadian English, while *takeaway* (n, adj) is preferred in British English. For more information, see our editor's blog post: <http://blog.esllibrary.com/2014/07/03/fast-food-vocabulary-american-english-vs-british-english/>