

# Earth Hour

## Topic

Environment, Earth Hour

## Aims

- To develop students' listening skills
- To develop students' reading skills
- To develop students' speaking skills

## Age group

Teenagers and younger adults

## Level

B1, B2

## Time

60 minutes +

## Materials

1. Earth Hour video with online or printable tasks <http://learnenglishteens.britishcouncil.org/study-break/video-zone/earth-hour>
2. Earth Hour UK text with online or printable tasks <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/earth-hour-uk>

## Introduction

In this lesson students watch a promotional video for Earth Hour, read a text about Earth Hour in the UK, and talk about issues related to the topic. Students listen to a song from the video as an extension activity.

## Procedure

### 1. Introduce the topic (5 mins)

- Display the Earth Hour video on LearnEnglish Teens. Don't play the video yet. Ask the class to describe what they can see (*a still from the Spider-Man film*). Ask the class to talk with a partner to discuss the following questions:

**1 What do you know about Earth Hour?** (*People and businesses around the world turn off all unnecessary lights for an hour at the end March. It is organised by the WWF. Students will find out more in the video and text in this lesson.*)

	<p><b>2 Can you guess how Spider-Man is connected to Earth Hour?</b> (<i>He is the ambassador for Earth hour 2014.</i>)</p> <ul style="list-style-type: none"> <li>• Ask 2 or 3 students to share their ideas on the above questions with the class.</li> </ul>
<p><b>2. Video</b> (15 mins)</p>	<ul style="list-style-type: none"> <li>• Tell the students to watch the video to check if their answers to the above were correct. Play the video.</li> <li>• Ask the students two more questions:</li> </ul> <p><b>1 Can you remember any of the buildings or landmarks that you saw in the video?</b> (<i>these include the Acropolis in Greece, the Eiffel Tower in France, Tower Bridge in the UK, Christ the Redeemer Statue in Brazil, Beijing National Stadium (the Bird's Nest) in China, Angkor Wat in Cambodia and St. Basil's Cathedral, Russia</i>)</p> <p><b>2 You saw a band performing in the video. What were they wearing?</b> (<i>Panda costumes - the logo of the WWF is a panda.</i>)</p> <ul style="list-style-type: none"> <li>• Students do the preparation (vocabulary matching) task, and the true or false task that accompany the video. You could use the online tasks, divide the class into teams and then each team takes turns to come to the front and answer a question. Alternatively, download and print the worksheet to hand out to the students.</li> </ul>
<p><b>3. Optional intensive listening</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• Print the video transcript then blank out the words from the video preparation activity. Make copies to hand out to students. Can students complete it with the correct words? Play the video again for students to check.</li> </ul>
<p><b>4. Reading</b> (20 mins)</p>	<ul style="list-style-type: none"> <li>• Tell the class that they are going to read an article to find out more about Earth Hour. Ask them what they would like to know about it. Write their questions on the board. Prompt and give ideas if necessary, for example:</li> </ul> <p>Who started Earth Hour?          Who organises Earth Hour?          When is Earth Hour?          What time is Earth Hour?          What will happen in my country for Earth Hour?</p> <ul style="list-style-type: none"> <li>• Display or hand out the printed text: <a href="http://learnenglishteens.britishcouncil.org/uk-now/read-uk/earth-hour-uk">http://learnenglishteens.britishcouncil.org/uk-now/read-uk/earth-hour-uk</a></li> <li>• Ask students to read the text quickly to find answers to the questions on the board. Give them a three minute time limit. Which questions did they find answers to?</li> <li>• With the text there are three tasks: a true or false task, a gap-fill comprehension task, and a matching task. Students can read the text again in more detail to do all or some of these. Divide the class into three teams. The teams take turns to complete the online tasks, getting a point for each correct answer. Alternatively, download and print the worksheet to hand out to the students and ask them to complete this in</li> </ul>

	<p>pairs or threes.</p>
<p><b>5. Speaking</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>• You could write the following questions on the board or dictate them. Students discuss the question in small groups. Alternatively, students move around the classroom and discuss each question with a different person. Monitor and note any common errors for a quick class correction session after the speaking activity.</li> </ul> <ol style="list-style-type: none"> <li>1 Which landmarks do you think should 'go dark' for Earth Hour in your country?</li> <li>2 Is Earth Hour a good idea? Why or why not?</li> <li>3 Could Earth Hour cause any problems?</li> <li>4 Have you ever taken part in Earth Hour or would you like to?</li> <li>5 Would you send a panda selfie to help promote Earth Hour?</li> <li>6 What other ways could the WWF use their panda logo?</li> </ol>
<p><b>6. Extension – song</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>• Ask the students what they remember (if anything) about the song from the Earth Hour video. (<i>The song is 'Feel again' by OneRepublic.</i>)</li> <li>• Play the song (e.g., <a href="http://www.youtube.com/watch?v=2tMKO_9SD1Y">http://www.youtube.com/watch?v=2tMKO_9SD1Y</a>) and ask the students to write any words that they hear. Students compare words with a partner. Did they hear the same words?</li> <li>• Play a lyrics version of the song (e.g., <a href="http://www.youtube.com/watch?v=pz1wRwD3eYM">http://www.youtube.com/watch?v=pz1wRwD3eYM</a>). Students check their words with the song lyrics as they listen and watch. If your class likes singing you could play the video again for them to watch, listen and sing along.</li> <li>• Did the class like the song? In pairs or threes discuss why this song was chosen for the Earth Hour video.</li> </ul>

**Contributed by**

Sally Trowbridge with suggestions from our Facebook users