Unit 2
Listen and Discuss

**التهيئة**

Briefly describe one change, real or imaginary, that you have made to live a “greener” lifestyle. For example, say: I bring my own bag when I go to the supermarket. Or, I put glass bottles in the recycling bin. Ask students to guess why you do these things. (to protect the environment) Then with books closed, ask students the introductory questions on page 16: What does it mean to go green? What are some ways that people can go green? Discuss possible answers as a class.

**مفردات الدرس**

conserve organic source consumption pesticides air conditioner

**مهارات التفكير**

Concentration - Comprehension - Analysis of information - Application

**إغلاق الدرس**

Discuss the responses to the questions with the class.

How green are the students in the class?

**الإثراءات**

https://www.youtube.com/watch?v=TVeHnZSP4ic



Unit 2
Grammar

**التهيئة**

Students are familiar with the -ing form of verbs used with progressive verbs. Explain that the -ing form can also be used as a noun. When an -ing form is used as a noun, it is called a gerund. a Write these sentences on the board: We’re eating more organic fruits now. I prefer eating organic foods. Elicit that in the first sentence eating is part of the present progressive verb are eating. In the second sentence, eating is used as a noun. It answers the question What? after the verb prefer.

**مفردات الدرس**

Gerunds Infinitives

**مهارات التفكير**

Knowledge - Application - Analysis - Assembling - Organization

**إغلاق الدرس**

Focus students’ attention on the picture. With the class, brainstorm one or two things Faisal can do to be more green; for example, recycle cans and bottles. Have students work individually to write a paragraph. Tell them to check the lists of words in the grammar charts for words they can use to express their ideas. For example: Faisal needs to…, Faisal should quit…, He should try to…

**الإثراءات**

https://www.youtube.com/watch?v=-s1gu725tA4



Unit 2
Conversation Listening Pronunciation VocabularyBuilding

**التهيئة**

Draw students’ attention to the picture. Ask: What do you think has been happening here? (Maybe people were having a barbecue or a picnic and threw all the cans and bottles in the trash.) a Tell students they’re going to listen to a conversation between two friends, Ibrahim and Jasim, cleaning up after a party.

**مفردات الدرس**

a hassle I guess a no-brainer chuck lame a piece of cake

**مهارات التفكير**

Comprehension - Application - Memory - Concentration

**إغلاق الدرس**

Have students work individually to match the words with the definitions. Tell them not worry if they don’t know a word. They should first match the words they are pretty sure of and then guess the other words. a Have students compare answers with a partner. When their answers are different or they don’t know a word, they should look it up in a dictionary.

**الإثراءات**

https://www.youtube.com/watch?v=cmOdquDxDpg



Unit 2
Reading - Speaking

**التهيئة**

With books closed, ask if students have ever had the experience of living without things like electricity and running water for even a short period of time. What did they do? How did they adapt? Their parents or grandparents may also have told them about their experiences.

**مفردات الدرس**

relying utility bold committed perspective harsh enormous sacrifice

**مهارات التفكير**

Knowledge - Comprehension - Evaluation - Application

**إغلاق الدرس**

Ask students to copy the chart in the notebook. a Put students in groups of three to ask and answer the questions. Each student should be responsible for asking one of the questions and eliciting answers. Give one student the role of reporter. That student will summarize the group’s ideas for the class. a Have reporters from each group report the group’s ideas to the class.

**الإثراءات**

https://www.youtube.com/watch?v=8cKIhp4C9ys



Unit 2
Writing

**التهيئة**

Direct students’ attention to the pictures along the page. Elicit ideas from them about the types of packaging illustrated in the pictures. Have a class discussion on how ‘green’ such packaging is.

**مفردات الدرس**

packaging accumulated Glossy wrappers magnetic effect editor complain

**مهارات التفكير**

Knowledge - Comprehension - Application - Analysis of information

**إغلاق الدرس**

Call on volunteers to read their letters in class. Have the rest of the students listen and make a note of the changes that are planned, the similarities and differences between letters.

**الإثراءات**

https://www.youtube.com/watch?v=cRmx7oszGks



Unit 2
Form Meaning and Function

**التهيئة**

Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general, or happen all the time.

**مفردات الدرس**

Simple Present Tense Present Progressive Conditional Sentences with Present and Future Forms I’d Rather

**مهارات التفكير**

Knowledge - Application - Analysis - Concentration - Organization

**إغلاق الدرس**

have students switch partners and ask each other yes/no questions about the sentences. For example: If we don’t reduce carbon emissions, will pollution increase to fatal levels?

**الإثراءات**

https://www.youtube.com/watch?v=m88FqxHq0Pc



Unit 2
Project

**التهيئة**

Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.

**مفردات الدرس**

G20 2020 Summit Going Green organizer poster

**مهارات التفكير**

Knowledge - Memory - Application - Evaluation - Organization

**إغلاق الدرس**

Display the posters on the wall if you can. Have students choose the poster they like best.

**الإثراءات**

https://www.youtube.com/watch?v=NHXidlH-dBw

