

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 86: ***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

Have students work with a partner to create three more questions and answers to add to the quiz. They should include a, b, and c answer choices as in the questionnaire on page 86. As students are working, go around and help as needed with vocabulary or ideas. Have students pass their questions around the room and have several other pairs answer them. Discuss the responses to the questions with the class. How green are the students in the class?



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. 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 ...*



Conversation Listening Pronunciation Vocabulary Building

التهيئة

Draw students' attention to the picture. Ask: **What is the person doing?** (The person is recycling a plastic bottle.) Tell students they're going to listen to a conversation between two friends, Ibrahim and Jasim, cleaning up after a garden barbecue. Play the audio. Have students listen with their books closed.

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 compare answers of Vocabulary Building section, exercise A, with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.



Reading

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

Off the Grid 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. 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.



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 consumer? attracted to Environmentally harmful practices local council

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



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 currently At present these days now Conditional Sentences with Present and Future Forms I'd Rather

مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Have students skim the parts of sentences and answer any questions about vocabulary. Have students work in pairs to talk about what will possibly or probably happen in each situation. As an extension, give students a few minutes to complete the sentences in writing. Then 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?*



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

condition practice harmful environment reason

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about. Display the posters on the wall if you can. Have students choose the poster they like best.

