



Unit 6 Going Green Listen and Discuss

- 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

التهيئة
Warm up

1. conserve 2. consumption 3. organic 4. Pesticides 5. Source 6. air conditioner .

المفردات
الجديدة

- knowledge ● comprehension ● application ● analysis

مهارات
التفكير

- 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?

اغلاق
الدرس

<https://youtu.be/WJlxdqpjIU?si=SqOkP1qDpdCaSwNa>

اثرء



Unit 6 Going Green Grammar

- 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.

التهيئة
Warm up

- Gerunds ● Infinitives ● can't stand ● suggest

المفردات
الجديدة

- knowledge ● comprehension ● application ● analysis ● synthesis

مهارات
التفكير

- 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**

اغلاق
الدرس

<https://youtu.be/m0t81OR9jok?si=YDhW5jdCsjic-25q>

اثرء



Unit 6 Going Green Conversation & Listening

- 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

التهيئة
Warm up

- a hassle
- a no-brainer
- chuck
- lame
- sacrifice

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- a piece of cake

مهارات
التفكير

- 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

اغلاق الدرس

<https://youtu.be/DnQ5CrP4hEM?si=O9pgBHvbUF6-dd64>

اثناء



Unit 6 Going Green Reading

- 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.
- Have students look at the title and the photos. Remind them that they saw a photo of a wind farm at the start of the unit as well. Ask: **What is this? What does it do?** (It's a wind farm. It generates electricity.) Ask: **What do you think the grid is? What does it mean to live "off the grid"?** Elicit ideas and make notes on the board, but don't confirm or deny responses at this time. This will be explained in the article.

التهيئة
Warm up

1- relying 2. utility 3. bold 4. perspective 5. harsh

المفردات
الجديدة

•knowledge •comprehension •application • analysis •evaluation

مهارات
التفكير

- 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
- Have reporters from each group report the group's ideas to the class.

اغلاق
الدرس

https://youtu.be/KBeaz5v0QNE?si=ClyCKHg4iOyss_fI

اثرء



Unit 6 Going Green Writing

- 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.
- Have students think about this question: **Can we be greener by changing some of our practices as consumers even if we don't fully live off the grid?**

التهيئة
Warm up

- advice ● solution ● hopeful note ● acknowledge feelings ● dictate

المفردات
الجديدة

- knowledge ● comprehension ● application ● analysis ● evaluation

مهارات
التفكير

- Direct student to the outline of a model letter on page 95 and have them draft their letters. Circulate and monitor; help when necessary.
- Give students time to read their letters and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.

اغلاق الدرس

<https://youtu.be/LMy5544vMw4?si=MoBxq7YY2Hpm74co>

اثرء



Unit 6 Going Green Form , Meaning and Function

- 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.

التهيئة
Warm up

- simple present
- simple progressive
- Time Expressions
- a Conditional

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- 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?**

اغلاق الدرس

<https://youtu.be/pu9VCOFRtoU?si=nXT4dFd84NHSS5j->

اثرء



Unit 6 Going Green Project

- 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.
- Organize students in groups and have them brainstorm on practices that can change to contribute to a greener behavior at their school or in their neighborhood.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer.
- Encourage them to research and add information

التهيئة
Warm up

- condition
- harmful
- greener
- images
- Summit

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

- Organize students in groups and have them make a checklist that they can use to research their school. Tell them to use the examples listed in 2 and add their own ideas.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Go through the checklist of points to remember when making a poster. Have them reflect on things that did not go as well as they might have wanted and avoid repeating mistakes.

اغلاق الدرس

<https://www.youtube.com/watch?v=qYAd-X82OEU&pp=ygUiZiB0aGUgZ29hbHMgb2YgdGhIIcYMcAyaMDIwIFN1bW1pdA%3D%3D>

اثناء



كولا أحلل ولا أسامح من يستخدم هذا العمل لأغراض أخرى (انتاج معرفي , مسابقات وزارية او محليه او دولية وغيرها)

[رابط القناة](https://t.me/TrEntisarvhf)