

2 Going Green



رابط الدرس الرقمي
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1 Listen and Discuss

Read the questionnaire and then:

1. Write a definition for **Go Green**.
2. Write some ways a person can **Go Green**.

How Green Are You?



1. What do you do when you finish using your computer for the day?

- a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
- b. I put the computer in "sleep" mode.
- c. I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

- a. I put all my groceries into double plastic bags.
- b. I put them into brown paper bags.
- c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

- a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
- b. I prefer to eat organic fruits and vegetables when possible.
- c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

- a. I buy individual bottles of water and drink them throughout the day.
- b. I buy one bottle of water and refill the bottle throughout the day.
- c. I fill a glass with water from a large reusable bottle throughout the day.

5. Do you recycle your garbage?

- a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
- b. Sometimes I forget to recycle items, but I intend to get better about it.
- c. I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

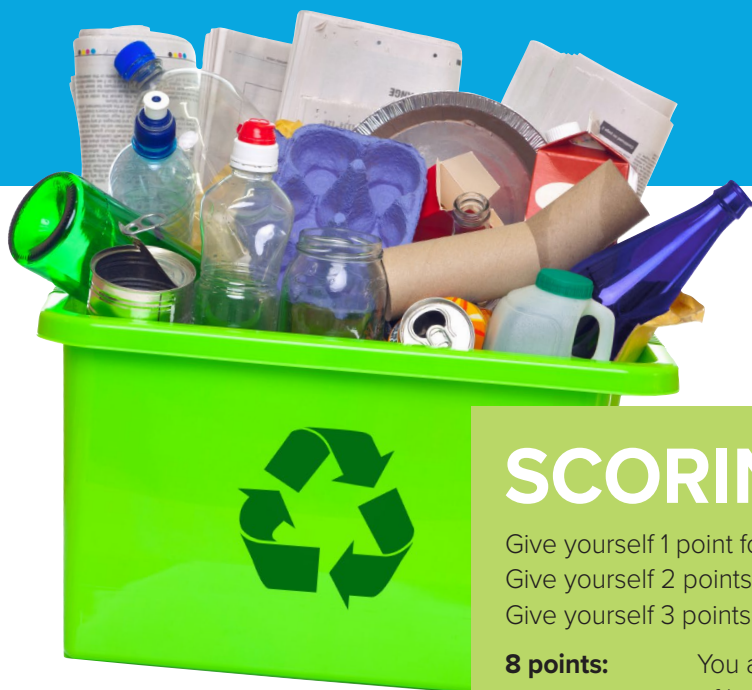
- a. I'd be most concerned with having a big, cool-looking car.
- b. I'd be most concerned with fuel efficiency.
- c. Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

- a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
- b. I set the air conditioner at a comfortable temperature during the day and turn it down at night.
- c. I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

- a. I never think about water. I love taking long, hot showers.
- b. I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
- c. I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.



SCORING

Give yourself 1 point for each “a” answer.
Give yourself 2 points for each “b” answer.
Give yourself 3 points for each “c” answer.

- 8 points:** You are a very light shade of green. Try to learn more ways of being environmentally responsible.
- 9–16 points:** You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!
- 17–24 points:** You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

Quick Check ✓

A. Vocabulary. Complete the sentences with these words:

conserve	organic	source
consumption	pesticides	air conditioner

- It's freezing in here. Why is the _____ set so high?
- Half of the average family's energy _____ is used for heating and cooling their home.
- Farmers use _____ to stop bugs and weeds from killing their crops.
- _____ food is produced entirely without chemicals.
- Pollution is the _____ of many environmental problems.
- When the cost of electricity increases, people are more likely to _____ energy.

B. Comprehension. Answer the questions.

- Name two ways you can conserve water.
- What is something green to consider when buying a car?
- What materials can be recycled?
- How can farmers make fruits and vegetables that look perfect?
- What's the worst way to bring home your groceries?

2 Pair Work

With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?

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3 Grammar



Gerunds After Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **turning off** the lights when you leave the room.

Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.

Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They **want to plant** a garden. / They **want us to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (1. having / to have) a positive impact on the environment? I suggest (2. giving / to give) these steps a try:
- Do you hate (3. throwing / to throw) away old clothes in the garbage? Consider (4. giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (5. using / to use) disposable batteries. Begin (6. using / to use) rechargeable batteries.
- Learn (7. buying / to buy) products with less packaging. Attempt (8. buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (9. avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (10. taking / to take) any unnecessary utensils and napkins.
- Start (11. making / to make) a shopping list before you go shopping. This will help you stop (12. buying / to buy) things you don't need on impulse.



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Keep (13. reusing / to reuse) your supermarket bags.

B. Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?
2. Do you think people will begin to change their habits of consumption?
3. What is something you try to do every day to help the environment?
4. What is something harmful to the environment that you want to quit doing?
5. What is something that you often forget to do?
6. Would you ever consider growing your own vegetable garden?
7. What is something you could stop buying?
8. What changes do you hope to see in the environment in the next decade?

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

💡 From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)

2. I don't really read newspapers. I like reading the news online better. (prefer)

3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)

4. I can't believe I left the lights on again. (keep)

5. Gardening is one of my favorite activities. (enjoy)

6. We should continue to find ways to use less energy. (keep)

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

💡 There are many things that Faisal can do to become more green.
First of all ...



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4 Conversation

- Jasim:** That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?
- Ibrahim:** Nowhere. We don't recycle.
- Jasim:** You don't recycle! Why not?
- Ibrahim:** I don't know. It's just always seemed like it would be **a hassle**.
- Jasim:** Don't you think it would be a good idea to make the effort?
- Ibrahim:** **I guess**. I do feel kind of guilty about it. But then again, does it really make that much of a difference?
- Jasim:** Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's **a no-brainer**.
- Ibrahim:** I just don't have the patience. It seems like a lot of extra work. It's so much easier to just **chuck** everything in the garbage than to sort it by material for recycling.
- Jasim:** That's a **lame** excuse. Recycling is **a piece of cake**. It becomes automatic before you know it.
- Ibrahim:** I suppose you're right. OK, OK. I'll start to recycle.
- Jasim:** Great! Hey, why are you throwing that can in the garbage?
- Ibrahim:** Whoops! Old habits are hard to break!



Real Talk

- a hassle** = something that is inconvenient to do
I guess = an unenthusiastic way of agreeing with someone
a no-brainer = a question or problem that has an obvious answer or solution
chuck = throw out
lame = bad, inadequate
a piece of cake = very easy

About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment?

Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

- You might want to consider + **gerund**...
How about + **gerund**...?
Don't you think it would be a good idea + **infinitive**...?
If you..., I think you'll find...
If you don't mind, I'd like to suggest + **gerund**...

5 Listening

Listen to the information about glass recycling. Answer **true** or **false**.

1. _____ It takes 500 years for a glass bottle to decompose.
2. _____ Glass is made mostly from sand.
3. _____ Glass is not 100 percent recyclable.
4. _____ At recycling facilities, glass is separated by size.
5. _____ Crushed glass is called cullet.
6. _____ The manufacturer melts the glass at 500° Celsius.
7. _____ The liquid glass is poured into molds.
8. _____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

7 Vocabulary Building

A. You will see these words in the reading on pages 22 and 23. Match the words with their meanings.

- | | |
|----------------------|---|
| 1. _____ relying | a. loss of something for a specific purpose |
| 2. _____ utility | b. extremely large |
| 3. _____ bold | c. dedicated |
| 4. _____ committed | d. basic service supplied by a business or facility
such as electricity or running water |
| 5. _____ perspective | e. depending on |
| 6. _____ harsh | f. strong and courageous |
| 7. _____ enormous | g. a way of seeing something |
| 8. _____ sacrifice | h. severe, difficult |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.



8 Reading

Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.



Living Off the Grid



Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy

source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."



Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

After Reading

Answer the questions.

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?



9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water supply				

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10 Writing

- A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?
1. Read the essay and find out the following:
 - What did the writer's family use to do that was not "green"?
 - What did they do to change that practice?
 - What were the benefits?
 - Were there any disadvantages?
 2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons directly?
 - Does the essay fulfill your expectations in relation to the title?
 3. Look at the essay again and write which person is used in each paragraph: *I, you, he or she* and so on. What is the effect?
 - Paragraph 1: _____
 - Paragraph 2: _____
 - Paragraph 3: _____
 4. Notice which paragraph/s do the following:
 - provide the writer's view and/or opinion
 - provide objective information and/or view
 - set the scene
 5. Are there any passive forms? What are they used for?
 6. How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns



Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of

packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!

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- B. 1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:
2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?
 3. Use the chart to make notes and then use it to write your letter.
 4. Exchange drafts/essays and edit.
 5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.

Sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.



11 Form, Meaning and Function



Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (SAR) **is** the official currency of the Kingdom of Saudi Arabia.

It **takes** one million years for a glass bottle to decompose.

My parents **don't read** printed newspapers anymore.

Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. (*habit or routine*)

The temperatures in the poles **are changing** drastically. (*happening now*)

PERMANENT

TEMPORARY

John **lives** in Quebec, but he **is studying** in France this year.

Note: Some verbs are not often used in the progressive form:

believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations.

Most people recycle **these days**.

At present there are measures in place to tackle climate change.

Air travel is more affordable **now** than it was in the past.

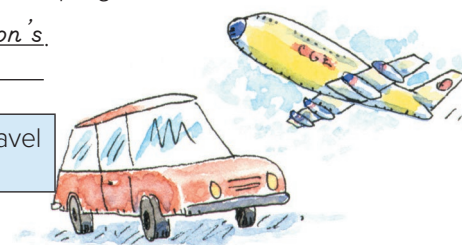
A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

- Water _____ at 100 °C (212 °F). (boil)
- The water _____. Please turn it off. (boil)
- The scientists _____ the cause of the problem. (not/understand)
- _____ in your country in winter? (it/snow)
- The moon _____ around Earth. (go)
- What _____ of my idea? (you/think)
- Currently, the number of immigrants in our country _____. (increase)
- Most people _____ how important it is to conserve energy these days. (realize)
- Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
- Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

! Flying **is becoming** a popular way to travel **these days**. This **increases** a person's carbon footprint on quite a massive scale.

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers



Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If we **don't take** measures now, the oceans **will** soon be completely depleted of fish.

If Imad **doesn't go** to college, he's **going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you rather go to the mall now or later?

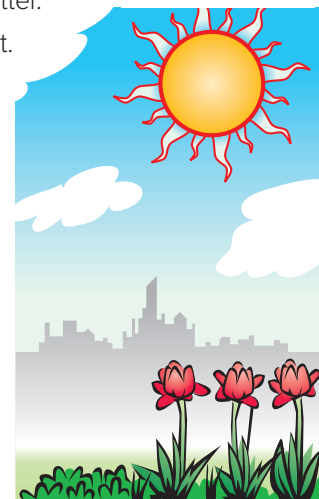
B: I'd rather go now.

C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO₂) emissions, _____.
2. If we teach young children in school about green issues, _____.
3. If we find alternative sources of energy, _____.
4. If we dump chemicals into the river, _____.
5. If we take the bus to school, _____.
6. If we have time, _____.
7. Your idea: _____.
8. Your idea: _____.



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12 Project



1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

When you make a poster, remember to:

- research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
- write short texts and/or slogans using your notes/ideas
- use font that is large enough for people to read when the poster is on the wall
- be selective; do not try to fit too much in because people who see it will miss the point you are trying to make
- print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
- include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster

13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
<hr/>	<hr/>
<hr/>	<hr/>

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with <i>I'd rather</i>			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help
<hr/>	
<hr/>	

