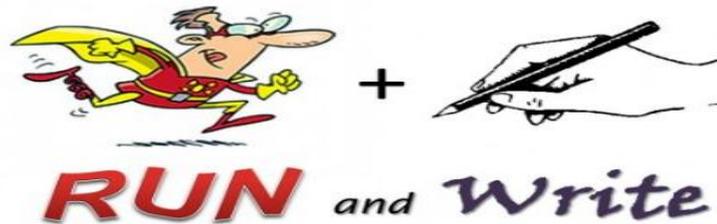


Activity 1: RUNNING DICTATION**Preparation:**

- 1.-You have to work in pairs. Then you can see a copy up around the wall in the school building.
- 2.-The aim is that the students in each pair have to walk (or run!) to read the passage about the short definitions of the Renewable and Non-Renewable energies on the wall.
- 3.- You quietly dictate what you remembered to your partner, who writes it down. You then swap roles.
- 4.-Over several turns you will build the whole passage.
- 5.-The winning pair is the team that finishes first- although you need to check for mistakes. If there are mistakes, you must keep walking to check!

Whole text

- Wave power uses the energy of the waves to turn turbines that make electricity.
- Geothermal power uses the heat that comes from deep rocks under the surface of the Earth.
- Fossil fuels were formed in the Carboniferous period millions of years ago (before the dinosaurs!)
- Hydroelectricity is generated from running water. Dams are built across a lake or river in a valley to trap water. The water flows through tunnels and turns the turbines which make electricity.
- Nuclear energy is made from radioactive uranium ore which occurs naturally in the ground.
- Wind energy is used to turn wind turbines and make electricity.
- Tidal energy comes from the movement of water in the sea by the tides. These tides happen twice a day.
- Biomass uses the energy from plants and waste materials to make electricity.
- Solar panels are used to convert the Sun's energy into electricity.

Activity 2: ROLE PLAY

This is a speaking activity which consists of making a radio programme to debate renewable energy resources and nuclear energy. You will work in groups following your teacher's instructions.

The roles are:

Group A: You are **for nuclear energy** and you think that this energy is the only solution to produce electricity in the future. You have to write 5 or 6 arguments for nuclear energy and think about the disadvantages of renewable energies.

Group B: You are a member of Greenpeace and therefore you are **for renewable energy resources** (wind, solar, hydropower). You think that our future depends on increasing their usage. Write 5 or 6 arguments for renewable energies and think about the disadvantages of nuclear power.

Group C: You are the presenter of the radio programme: "The future of Energy". You have to ask questions and moderate the discussion. Write 5 questions you will ask.

Activity 3:

Write 4 cause and effect sentences about global warming and your environment (your town, your street, your school...) Use this substitution table to help you

Causehappened	So As a result	Result happened
Causehappened	because (of)	Result happened

- 1.-
- 2.-
- 3.-
- 4.-

Activity 4:

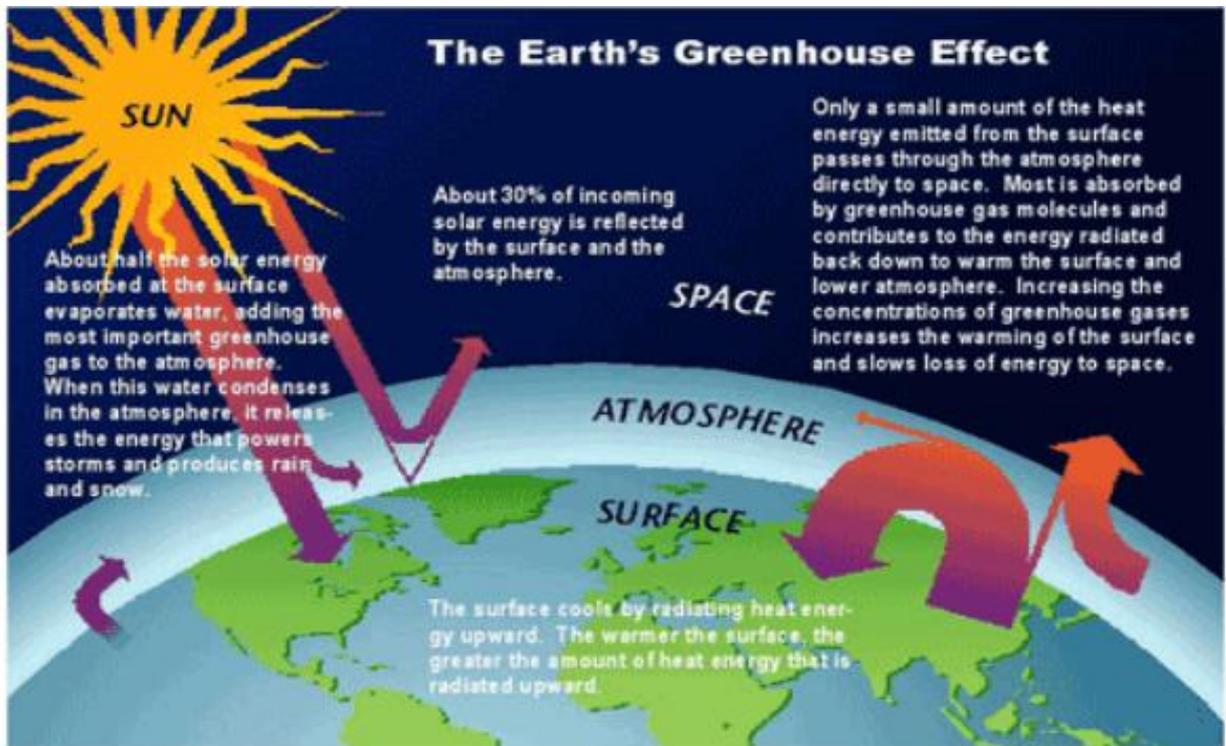
Can you guess what is in these pictures?

- | | |
|---------------------------------|---------------------|
| 1.- Natural Gas flame (methane) | 5.- Uranium pellets |
| 2.- Refinery | 6.- Oil pumps |
| 3.- Nuclear Reactor | 7.- Gas pipes |
| 4.- Coal | 8. Pump jack |

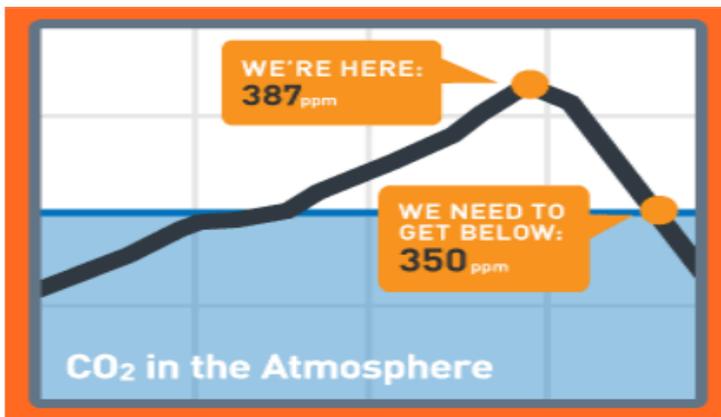


Activity 5:

Picture 1



Picture 2



“Sunlight reaches Earth through the atmosphere. The increase of carbon dioxide (CO₂) and other greenhouse gases in the atmosphere stop some of the sun’s heat from escaping. This keeps the Earth warmer”.

Check pictures 1 and 2. Try to answer the follow questions:

- a) **What is happening in the first picture?**
- b) **What is it?**
- c) **What do you think about the Global warming?**
- d) **Can you tell about the meaning of the second picture?**
- e) **Could you tell me possible effects in the future of Global warming?**

Discuss with your partner.

Scaffolding support: (Give these phrases to help students who need it)

- *Energy from the sunthe Earth*
- *Some of it while about 30% is.....*
- *Just a littlegoes into space*
- *The rest isby greenhouse gases and goes back down to the lower.....*
- *As this happens more and more, the surface of the Earth becomes.....*

ASSESSMENT

- **FORMATIVE SELF-ASSESSMENT**

It is a formative self rubric in which the student assesses his or her academic process.
This is a standard rubric, and therefore, can be used in all the units

CATEGORY	4	3	2	1	My marks
My tasks	I did all my tasks and I also helped the others	I did all my tasks	I did some of my tasks but I needed help	I didn't do my tasks	
Organisation	I organised all the work without asking the others	I organised all the work without asking the others	. I helped the others to organise the work	I didn't organise anything	
Solving problems	I solved the problems and I looked for solutions	I solved some problems helped by the other	I helped to solve problems but I didn't take the initiative	I didn't solve any problem.	
Helping the others	I helped my workmates and they also helped me	I helped my workmates	I only helped my workmates when they asked me for help	I didn't help my workmates	

- **PEER FORMATIVE ASSESSMENT:**

The aim is to get students to assess each other through the points described in the rubric. This activity helps them to assess each other, thus learning to be constructively critical.

CATEGORY	4 EXCELENT	3 GOOD	2 BASIC	1 NEEDS IMPROVEMENT	SCORE
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.	
Posture and Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual and establishes little eye contact with audience during newscast.	
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.	
Content	Does not cover all appropriate topics.	Covers most of the appropriate topics.	Covers some of the appropriate topics.	Does not cover all appropriate topics.	
Language	Pronunciation and grammar perfect.	Only one or two errors.	A few errors.	Many pronunciation and grammatical errors.	
Awareness of Audience	All students in group can clearly explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	All students in group can explain why they felt the vocabulary, audio and graphics they chose fit their intended audience.	There was some awareness of the audience, but not all of the students can describe how the vocabulary, audio and graphics they chose fit their intended audience	Limited attention to audience in designing newscast AND/OR one or fewer members of the group can explain how the element relate to the audience.	