

UNIT 2

THE WORLD IS ENERGY



PRE- TASKS**ACTIVITY 1** (Listening and writing)

Listen to the next song twice and fill in the gaps.

I'll put on [the song with the subtitles](#) for you to correct yourselves.

Big Yellow Taxi (Joni mitchel) by Counting Crows

."Big Yellow Taxi"

They paved paradise
And put up a _____ lot
With a pink hotel, a _____
And a swinging hot SPOT
Don't it always _____ to go
That you don't know what you've got
'Til it's gone
They paved paradise
And put up a parking lot

They took all the _____
And put them in a tree museum
Then they charged the people
A _____ and a half just to see 'em
Don't it _____ seem to go,
That you don't know what you've got
'Til it's gone
They paved _____
And put up a parking lot

Hey _____, _____
Put away that DDT now
I don't care about the spots on my apples
LEAVE me the _____ and the bees
Please!

Don't it always _____ to go
That you don't know what you've got
'Til its gone
They _____ paradise
And put up a parking lot

Listen late last night
I heard the screen door slam
And a big yellow _____
took my girl away
Now don't it always seem to go

That you don't know what you've got
 'Til it's gone
 They paved paradise
And _____ a parking lot

 I said
 Don't it always seem to go
That you don't know what _____ got
 'Til it's gone
They _____
And put up a parking lot

 They paved paradise
And put up a parking lot
 They paved paradise
And put up a parking lot

ACTIVITY 2 (New vocabulary)

Make a vocabulary list with the unknown words that you've looked up in the dictionary.
Build a sentence with the words : paved (Adj) and Parking Lot (noun).

ACTIVITY 3 (Speaking)

Answer the next questions :

- What is the song about?
- What ongoing problems have not yet been justly resolved? Name three of them that appear in the song.
- Do you agree with the content of this song? Why?

TASKS

ACTIVITY 4 (Speaking and writing, pair work)

What are Energy Resources?

What are energy resources?

1. Energy resources.

a) In pairs, think about different kinds of energy used to produce electricity. Make a list ().

b) Whole group discussion. In turns, tell your classmates which are the ENERGY RESOURCES you have written.

We think that _____ can produce electricity.

_____ is used to produce electricity.

c) Complete writing the name of the following energy resources.



d) Are these energy resources **renewable or non-renewable**? Read the following text and complete the table below.

Energy resources provide us with energy. There are different types of energy resources, including fossil fuels such as coal or oil, and stores of energy such as batteries or the wind. We can divide energy resources into two categories, non-renewable and renewable.

Non-renewable energy resources cannot be replaced once they are all used up. That means they cannot be renewed or **replenished**. Once they are gone they cannot be used again.

Renewable energy resources can be replaced, and will not run out (finish).

Complete these sentences using the most suitable word:

- a) Coal, natural gas and oil are all _____ (renewable / non-renewable) energy resources. They release _____ (energy / electricity) when they are burned.
- b) Wind and solar energy are _____ (renewable / non-renewable) because they _____ (can / cannot) be replaced.
- c) Coal, natural gas and oil are called _____ (nuclear fuels / fossil fuels).
- d) Two more examples of renewable energies are _____ and _____

ACTIVITY 5 (Matching)

Can you recognize them?

Match each kind of energy with the correct sentence. Underline the key words

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

ACTIVITY 6 (Listening and writing)

Documentary

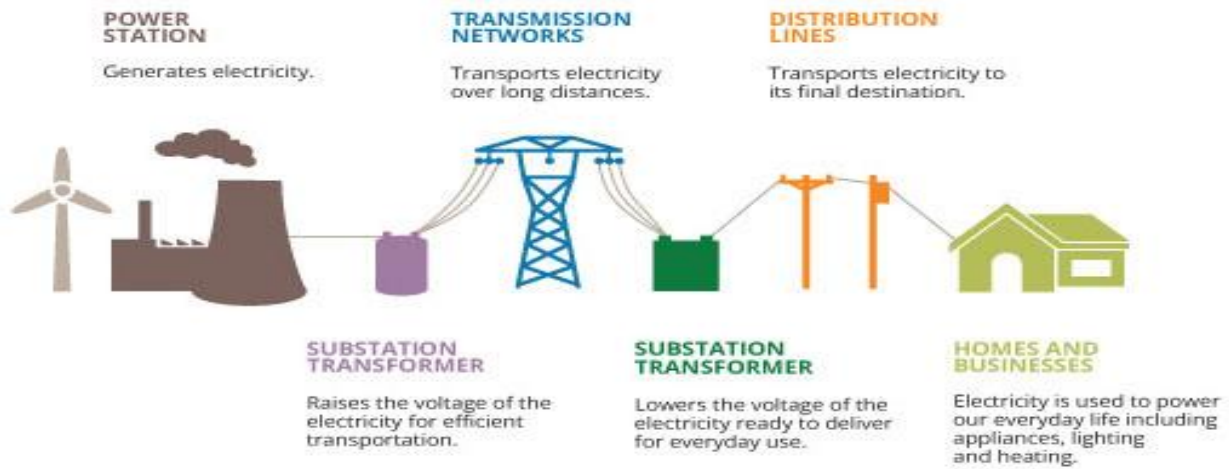
Let's watch this Documentary and answer the next questions that you must read before playing the video.

[How the oceans can clean themselves!](#)

1. What is the "Current Era" we are living in?
2. How was Slat first motivated to this kind of issues?
3. Does this documentary focus on the problems or the solutions?
4. What did Slat and his friend discover while they were diving?
5. What is Boyan Slat proposal to help the planet?

ACTIVITY 7 (Writing)

THE ELECTRICITY JOURNEY



USE THESE SENTENCES TO EXPLAIN WHAT HAPPENED IN THE PROCESS:

In some areas, cables are carried to buildings on wooden poles.

Small local substations reduce the voltage to 230 Volts for houses, schools and businesses. In towns, most cables are underground.

Power stations make electricity. They usually burn coal or oil to work the generating machinery

In towns and cities there are more transformers in substations. These change the electricity down to 11,000 Volts.

The electricity is carried along thick metal cables called power lines. Some of them are carried overhead on pylons.

Transformers change the voltage of the electricity up to 400,000 Volts so it can travel long distances.

In our houses there are several circuits. Every one is for a group of devices.

Write the process in the correct order:

First _____

_____ . After that _____

_____ . Then _____

Finally _____

ACTIVITY 8 (Speaking)

WORK IN PAIRS. ONE STUDENT (S1) ASK 5 QUESTIONS AND THE OTHER STUDENT (S2) ANSWERS LOOKING AT THE PICTURE OF THE ELECTRIC JOURNEY. THEN CHANGE THE ROLES.

Each student writes his/her questions and the answers:

S1. Where is the electricity produced?

S2. In...

S1. How is electricity transported?

S2. By...

S1. Why?

S2. Because....

S1. What is for?

S2. For....

S1. Which is the first/next/last step?

ACTIVITY 9 (Interpersonal, creativity)

Let's watch these two videos in which we'll listen to some reasons to think that Nuclear Energy is TERRIBLE as well as 'awesome'.

[Nuclear Energy is Terrible!!!](#)

[Nuclear Energy is Awesome!!!](#)

The class can be divided into two groups. Think you are politicians and you must decide about the construction of a new Nuclear Station. Hold a debate on it for 20 minutes, and formulate your ideas and thoughts.

ACTIVITY 10 (Researching)

Do a research about how “La Cementera” of Malaga works. Where is it located? What kind of fuel is used for obtaining energy? What is it used for? What is the environmental Impact for this activity?



ACTIVITY 11 (Interaction, groups)

Groups of 5 people. Each one has a card that is about : Ozone Layer, Alternative energy, Global warming, Recycling, Pollution and Deforestation. Each student must explain to the rest of the group the content of his/her card. The goal of this activity is to ensure that every student knows the meaning of these concepts.

POST-TASK

ACTIVITY 12 (groups, creativity)

Make a poster on white continuous paper where appears EUROPE and the Alternative Sources of Energy used in every country.

