

## Scenario Script Template

The scenario will need 5 hours. The activities proposed for each session will be the below:

*(More information in "Teaching materials")*

### 1st teaching period

#### **1st Activity:**

Activity number: -

Time: 10'

Type of activity: Speaking activity. Introducing the topic.

Class organisation: The entire group.

Actions/Tasks: Teacher introduces the topic. Discuss about the topic with the entire group.

#### **2nd Activity:**

Activity number: -

Time: 5'

Type of activity: Read the text "*Introductory text*". Teacher solves doubts.

Class organisation: Read individually or with the entire group.

Actions/Tasks: Reading and solving doubts.

#### **3rd Activity:**

Activity number: "Previous activity"

Time: 10'

Type of activity: Self-assessment activity. Test activity to know the previous knowledge of each student.

Class organisation: Individually.

Actions/Tasks: Students have to answer the test activity, and self-assess their answers.

#### **4th Activity:**

Activity number: -

Time: 15'

Type of activity: Read the text "*What energy is?*" Teacher solves doubts about the text, and about how to solve the work' equation.

Class organisation: The entire group.

Actions/Tasks: Reading and solving doubts.

**5th Activity:**

Activity number: Activity 1

Time: 10'

Type of activity: Calculation activity.

Class organisation: Individually.

Actions/Tasks: Students have to calculate the work using the work' equation and the units correctly.

**6th Activity:**

Activity number: -

Time: 5'

Type of activity: Read the text "*More things about energy*" Teacher solves doubts about the text.

Class organisation: Individually or the entire group.

Actions/Tasks: Reading and solving doubts.

**7th Activity:**

Activity number: -

Time: 5'

Type of activity: Summarize activity.

Class organisation: The entire group.

Actions/Tasks: Teacher summarizes the contents given the first day. Discussion in class.

**2nd teaching period**

**1st Activity:**

Activity number: -

Time: 5'

Type of activity: Review the things studied the previous day. Teacher solves doubts.

Class organisation: The entire group.

Actions/Tasks: Reviewing, discussing and solving doubts.

**2nd Activity:**

Activity number: Activity 2

Time: 15'

Type of activity: Speaking activity. Work in collaborative groups to find words (fill in the gap activity).

Class organisation: In pairs.

Actions/Tasks: Teacher groups in pairs. By asking questions students have to find the unknown words.

**3rd Activity:**

Activity number: Activity 3

Time: 10'

Type of activity: Matching activity.

Class organisation: In pairs.

Actions/Tasks: Students have to match words from the box with pictures.

**4th Activity:**

Activity number: Activity 4

Time: 10'

Type of activity: Writing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to write some definitions. They can use the grammar help "*How to write definitions*", the example proposed, and the previous activities.

**5th Activity:**

Activity number: Activity 5

Time: 5'

Type of activity: Writing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to think that they are living in a house in the middle of a forest, without electrical grid connexion. So, they have to think about how they can obtain electricity and how to heat water. They have to write three sentences by using the Help given and the example.

**6th Activity:**

Activity number: Activity number 6

Time: 15'

Type of activity: Drawing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to draw the house imagined in activity 5 and the solutions proposed.

### **3rd teaching period**

#### **1st Activity:**

Activity number: -

Time: 5'

Type of activity: Review the things studied the previous days. Teacher solves doubts.

Class organisation: The entire group.

Actions/Tasks: Reviewing, discussing and solving doubts.

#### **2nd Activity:**

Activity number: Activity 7

Time: 15'

Type of activity: Speaking and writing activity. Class organisation: The entire group, in pair groups.

Actions/Tasks: Students have to ask to other groups the solutions proposed in activity 5 and 6. To speak, they can use the Help "How to give opinions? Given, following the examples. They have to write five solutions proposed by partners. To write, they can use the help given following the example.

#### **3rd Activity:**

Activity number: Activity 8

Time: 5'

Type of activity: Writing and speaking activity.

Class organisation: In pairs. The entire group.

Actions/Tasks: Students have to write the best solutions given by the partners (from activity 5 and 6). They can use the help given and the example. So, they have to explain some conclusions to the rest of the class.

#### **4th Activity:**

Activity number: -

Time: 5'

Type of activity: Read the text "*Energy usage*". Teacher solves doubts about the text.

Class organisation: Individually or the entire group.

Actions/Tasks: Reading and solving doubts.

#### **5th Activity:**

Activity number: Activity 9

Time: 5'

Type of activity: Writing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to look the sector diagram “*USA energy consumption by energy resources in 2017*” and write three sentences expressing the energy resources quantity used in U.S.A. They can use the help and the example given.

**6th Activity:**

Activity number: Activity 10

Time: 15’

Type of activity: Calculating and drawing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to pass from % to degrees by using the expression given. After that, they have to draw the sector diagram that represents the Spanish energy consumption by energy resources in 2018. They can use an angle conveyor or they can use Excel or a similar program.

**7th Activity:**

Activity number: Activity 11

Time: 5’

Type of activity: Writing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to compare the use of energy resources in U.S.A. and in Spain. They can use the Help “*How to compare?*” given following the example.

**8th Activity:**

Activity number: Activity 12

Time: 5’

Type of activity: Writing activity.

Class organisation: In pairs.

Actions/Tasks: Students have to look the “Energy consumption per capita in 2016” bar diagram and according to the text “Energy usage” (activity 4), they have to decide a developed, a developing and an underdeveloped country, justifying the answers.

**4th teaching period**

**1st Activity:**

Activity number: -

Time: 5’

Type of activity: Review the things studied the previous days. Teacher solves doubts.

Class organisation: The entire group.

Actions/Tasks: Reviewing, discussing and solving doubts.

**2nd Activity:**

Activity number: -

Time: 5'

Type of activity: Read the text "*Fossil fuels and pollution*". Teacher solves doubts about the text.

Class organisation: Individually or the entire group.

Actions/Tasks: Reading and solving doubts.

**3rd Activity:**

Activity number: Activity 13

Time: 5'

Type of activity: Writing and interpreting activity.

Class organisation: In pairs. In pairs.

Actions/Tasks: Students have to interpret the bar diagram "Coal consumption/total energy 2016" in different countries, and according to the text from the 2<sup>nd</sup> activity, they have to propose the country they think that pollute the more, justifying the answer. They can use the help from activity 7 (Giving opinions) and the examples given.

**4th Activity:**

Activity number: -

Time: 10'

Type of activity: Read the text "*Taking care of our world*". Teacher solves doubts about the text.

Class organisation: Individually or the entire group.

Actions/Tasks: Reading and solving doubts.

**5th Activity:**

Activity number: Activity 14

Time: 15'

Type of activity: Interpreting and writing activity.

Class organisation: In pairs. In pairs.

Actions/Tasks: Students have to interpret the bar diagrams "Consumption of energy 2016" in different countries, and according to the text from the 4th activity, they have to compare different countries (in reference to the use of energy resources and pollution) and so, they have to write some conclusions obtained from the comparisons. They can use the help from activities 11 (How to compare?) and 7 (Giving opinions).

**6th Activity:**

Activity number: Activity 15

Time: 15'

Type of activity: Writing and classifying activity

Class organisation: In pairs. In pairs.

Actions/Tasks: Students have to classify in two columns ten sentences according if the sentence supposes a good or a bad use of energy or water. After that, they have to explain the reasons for this election.

**7th Activity:**

Activity number: Activity 16

Time: 5'

Type of activity: Writing activity.

Class organisation: In pairs. Individual activity.

Actions/Tasks: Students have to write five words learnt during these fourth teaching periods, and five more than they knew before related to the topic)

**At the end of the fourth teaching period, teacher can explain the activity 17 (Optional). It's a scale-up activity. I propose to do this activity at home (homework). In the activity, students have to look for some information about the Paris and Madrid agreements in reference to the use of energy and climate change. After that they have to write the position of E.U comparing to other countries (U.S.A. for example).**

**5th teaching period****1st Activity:**

Activity number: -

Time: 5'

Type of activity: Review the things studied the previous days. Teacher solves doubts.

Class organisation: The entire group.

Actions/Tasks: Reviewing, discussing and solving doubts.

**2nd Activity:**

Activity number: Activity 18

Time: 18'

Type of activity: Building a word search and writing definitions.

Class organisation: Individually.

Actions/Tasks: Students have to build a word search with words related to the topic following the rules.

**3rd Activity:**

Activity number: Activity 19

Time: 9'

Type of activity: Solving a word search.

Class organisation: Individually.

Actions/Tasks: Students have to solve the word search done by a partner. Teacher can assign a word search for each student.

**4th Activity:**

Activity number: 20

Time: 13'

Type of activity: Summarizing activity.

Class organisation: Individually.

Actions/Tasks: Students have to find a secret sentence by hieroglyphics. To know the letter that represents each symbol, they have to answer the questions proposed (about the topic).

**5th Activity:**

Activity number: -

Time: 10'

Type of activity: Peer and self-assessment.

Class organisation: Individually.

Actions/Tasks: Students have to assess the partner by putting a cross in the rubric peer assessment. After that, students have to assess themselves in Self-assessment activity.

**6th Activity:**

Activity number: -

Time: 5'

Type of activity: Summarizing activity. Speaking activity

Class organisation: The entire group.

Actions/Tasks: Students have to discuss about the topic. Teacher can propose ideas.

**Suggestions for future development and expansion of the scenario**

I suggest expanding the scenario introducing different kind of energy resources and their uses, the electricity, the power stations, and the environmental problems due to the use of energy.