CLIL ENERGY RESOURCES DOSSIER

2nd ESO DOSSIER.
STUDENT’S NAME:
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1.- **Students’ Objectives / Competences:**

At the end of this unit, you should:

- know about the difference between renewable and non-renewable energy resources and know that the Sun is the ultimate source of our energy and that all these resources are mostly used in order to supply electricity.
- give examples of each type and know where they come from.
- know about advantages and disadvantages of using them.
- know about ways to save energy.
- Know how to use some ICTs.

2.- **Students’ Evaluation**

- Participation in class + student’s dossier exercises.
- A presentation about an ENERGY RESOURCE.
- Quiz
- Self- and other classmates evaluation sheet.

3.- **Student-teachers’ and Material Evaluation**
SESSION 1 (PPT Slides 1-8)

1.- WORDLE: NON-RENEWABLE ENERGY RESOURCES

![Wordle Image]

2.- LEMON ACTIVITY.

Count aloud from 1 to 50 when the teacher points at you.

If your turn is a multiple of five (5, 10, 15, 20, etc.), then you must say the name of the energy resource type in the flashcard shown by the teacher.
SESSION 2  (PPT Slides 9-14)

ACTIVITY 1. Can you guess what is in the pictures?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.- Natural Gas flame (methane)</strong></td>
<td><strong>2.- Refinery</strong></td>
<td><strong>3.- Nuclear Reactor</strong></td>
<td><strong>4.- Coal</strong></td>
</tr>
<tr>
<td><strong>5.- Uranium pellets</strong></td>
<td><strong>6.- Oil pumps</strong></td>
<td><strong>7.- Gas pipes</strong></td>
<td><strong>8. Pump jack (oil/ petroleum)</strong></td>
</tr>
</tbody>
</table>

A  B  C Example 1  D

E  F  G  H

ACTIVITY 2. Classic Dictation.

Write down what you understand from the definitions of the Renewable and Non-Renewable energy resources.
SESSION 3 (PPT Slides 15-23)

1.- WORDLE: RENEWABLE ENERGY RESOURCES
ACTIVITY 2. Can you guess what RENEWABLE energy RESOURCE do the pictures show?

<table>
<thead>
<tr>
<th>1. Hydropower energy (water) (Water dyke)</th>
<th>2. Solar energy (Sun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Wind energy (wind turbines)</td>
<td>4. Biomass energy (organic matter= fuel)</td>
</tr>
<tr>
<td>5. Solar energy (solar panels)</td>
<td>6. Biomass types</td>
</tr>
</tbody>
</table>

A  | B  | C  |
---|----|----|

D  | E  | F  |
---|----|----|

Types of Biomass

- Wood
- Crops
- Garbage
- Landfill Gas
- Alcohol Fuels
ACTIVITY 3. Match the following pictures with the right energy resource.

<table>
<thead>
<tr>
<th>Solar energy (sun)</th>
<th>Wind energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal (=fossil fuel)</td>
<td>Petroleum/oil (=fossil fuel)</td>
</tr>
<tr>
<td>Biomass energy (=organic matter fuel)</td>
<td>Uranium (=nuclear fuel)</td>
</tr>
<tr>
<td>Hydropower energy (water)</td>
<td>Natural Gas (methane) (=fossil fuel)</td>
</tr>
</tbody>
</table>

A Example: 2-Wind energy  
B  
C  
D  
E  
F  
G  
H
### ACTIVITY 4.
Classify what of the following energy resources are renewable or non-renewable and write them under the right column.

<table>
<thead>
<tr>
<th>Renewable Energies</th>
<th>Non-Renewable Energies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind energy</td>
<td>Coal (fossil fuel energy)</td>
</tr>
<tr>
<td>Solar energy</td>
<td>Hydropower energy</td>
</tr>
<tr>
<td>Petrol (fossil fuel energy)</td>
<td>Nuclear energy</td>
</tr>
<tr>
<td>Natural gas (fossil fuel energy)</td>
<td>Biomass energy</td>
</tr>
</tbody>
</table>

Exemple: Wind energy
SESSION 4 (PPT Slides 24-25)

ACTIVITY 1. Reviewing the Renewable vs. Non-Renewable energy resources: the student-teachers will elicit the key concepts that have been covered so far.

Draw a visual map of the energy resources on the blackboard.

ACTIVITY 2. Make your own mind map about energy resources (non-renewable and renewable) and then save and print it and stick it on this space. Later, upload it on the Moodle.

www.text2mindmap.com is a web application that creates a mind map out of a list of words.

(Mind map = is a diagram where the ideas are organized from the importance of the concept. The concepts are organized into branches).
ACTIVITY 3. Writing activity: Write a brief text explaining the different types of energy resources you have used in the Mindmap.

There are two types of energy resources:

1) 

2)
<table>
<thead>
<tr>
<th></th>
<th><strong>WIND ENERGY</strong></th>
<th>A. It is a fossil fuel. It is a liquid and it is usually found in underground areas called reservoirs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SOLAR ENERGY</strong></td>
<td>B. It is a fossil fuel. The main ingredient is methane, a gas (or compound) composed of one carbon atom and four hydrogen atoms.</td>
</tr>
<tr>
<td></td>
<td><strong>COAL</strong></td>
<td>C. The energy in the nucleus (core) of an atom (tiny particles that make up every object in the universe). There is enormous energy in the bombs that hold atoms together.</td>
</tr>
<tr>
<td></td>
<td><strong>NUCLEAR ENERGY</strong> (Uranium)</td>
<td>D. It is air in motion. It is caused by the uneven heating of the Earth's surface by the sun.</td>
</tr>
<tr>
<td></td>
<td><strong>PETROL (OIL)</strong></td>
<td>E. Fossil energy. It is a combustible, black, sedimentary rock composed of carbon.</td>
</tr>
<tr>
<td></td>
<td><strong>HYDROPOWER ENERGY</strong></td>
<td>F. It is the sun's rays (solar radiation) that reach the Earth. This energy can be converted into other forms of energy, such as heat and electricity.</td>
</tr>
<tr>
<td></td>
<td><strong>BIOMASS ENERGY</strong> (organic waste, for example: wood chips)</td>
<td>G. It is organic material made from plants and animals. It contains stored energy from the sun.</td>
</tr>
<tr>
<td></td>
<td><strong>NATURAL GAS</strong> (methane)</td>
<td>H. The amount of available energy in moving water is determined by its flow or fall. Rapidly flowing water in a big river, water descending from a waterfall has lots of energy!</td>
</tr>
</tbody>
</table>

**Answers:**

1 - 2. - 3.- 4.-

5.- 6.- 7.- 8.-
ACTIVITY 2. RUNNING DICTATION.

Instructions:

- Make groups of 4 students
- Decide who Student 1,2,3,4 is.
- When the teacher calls your number, you should run to the teacher and read and memorize a sentence.
- Then, run back to the group and dictate the sentence. (Runners cannot write the sentence).
- The first group to finish will be the winner!

Sentences:

1.- .................................................................................................................................
2.- .................................................................................................................................
3.- .................................................................................................................................
4.- .................................................................................................................................
5.- .................................................................................................................................
6.- .................................................................................................................................
7.- .................................................................................................................................
8.- .................................................................................................................................
SESSION 6 (PPT Slides 31-43)

ACTIVITY 1. Using the different energy resources has some advantages (✓) and some disadvantages (✗). Can you think which of the following sentences are advantages and which are disadvantages?

1. They may not work if it is not very sunny or windy.
2. A lot of money has to be spent on safety - if it goes wrong, a nuclear accident can be a terrible disaster.
3. It is a good method of supplying energy to remote areas.
4. It produces no waste, greenhouse effects or pollution.
5. We burn the biomass fuel, so it makes greenhouse gases.
6. Transporting oil and gas to the power stations is easy.
7. Burning any fossil fuel produces carbon dioxide, which contributes to the "greenhouse effect", warming the Earth.
8. Mining coal can be difficult and dangerous.
9. Nuclear power is not expensive to generate.
10. It does not produce smoke or carbon dioxide, so it does not contribute to the greenhouse effect.
11. It produces huge amounts of energy from small amounts of fuel.
12. It is very, very dangerous because of the radioactivity.
13. It can affect television reception if you live nearby.
14. The windmills are noisy.
15. A fossil-fuelled (gas -fired) power station can be built almost anywhere.
16. It (solar energy) does not work at night.
17. It tends to be cheap.
18. You need a lot of water and space to build a dam (or dyke).
19. We need a lot of quantity to produce energy.
20. It is very expensive to build a dam.
21. It is usually available.
Then, write THE NUMBER under the right column.

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
ACTIVITY 2: Think of an advantage and a disadvantage for each energy resource type and then, ( ) write them under the right type.

Examples:

**Solar energy:**
- ✓ It is a good method of supplying energy to remote areas.
- ✓ It produces no waste, greenhouse effect and no pollution.
- ✗ Solar energy does not work at night.
- ✗ Solar energy might not work if it is not sunny.

**Wind energy:**
- ✓
- ✗

**Biomass energy:**
- ✓
- ✗
Hydropower energy:

- [ ]

Fossil Fuel energy:

- [ ]
- [ ]

Nuclear energy:

- [ ]
- [ ]
SESSION 7 (PPT Slides 44-57)

ACTIVITY 1: Some questions for the class:

a.- Why is saving energy so important?
b.- Do we get more energy from renewable or non-renewable energy resources?
c.- Which one is more polluting?
d.- What will happen if non-renewable energy resources finish?

ACTIVITY 2. LET’S SAVE IT!
We are going to watch a video about how to save energy in everyday life.

http://www.youtube.com/watch?v=1-g73ty9v04
Discuss with your classmate about the right answer and then answer these questions individually:

1. Which is the first type of energy resource that appears in the video?
   a) The wind energy
   b) The sun energy
   c) Hydropower energy

2. Is it Renewable or Non-Renewable? Why?
   It is _______________ because it ________________________________

3. Circle the household appliances that appear in the video:
   Thermostat, Dishwasher, TV, Radio, Computer, MP3, Washing machine, Stove, Light bulbs, Mobile phone, Water heater, Microwave, Stereo, Clothes dryer.

4. What is the news on TV?
   a) The Global warming
   b) Acid rain
   c) Water cycle

5. What of these two effects does this phenomenon have?
   a) It causes rain
   b) Melting of the Ice Poles
   c) It causes fumes
   d) Disappearance of some animal species
6. Circle what do the Superkids do to save some energy:

The Superkids ...

A. Put the thermostat a few degrees lower.
B. Turn off lights and electronics (computers, TVs, bulbs).
C. Use the microwave instead of the oven for cooking.
D. Take short showers instead of baths.
E. Turn off water while you brush your teeth.
F. Ride a bicycle or use public transport.
G. Do not use the elevator.
H. Dry their clothes in the sun instead of using a clothes dryer.
I. Recycle items such as newspaper, aluminum cans and plastic and glass bottles, etc.
J. Wash clothes in cold water.
K. Use the right containers to throw used batteries.
L. Keep the doors and windows closed properly.
M. Open the curtains on sunny winter days to let sunshine into their home.
ACTIVITY 1. JIGSAW READING.

Energy is defined as "the ability to do work." In this sense, examples of work include moving something, lifting something, warming something, or lighting something.

The process by which energy resources generate electricity has been disorganised.

Organise the steps from 1 (beginning) to 8 (end).

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turbine turns an electric generator --&gt;</td>
<td></td>
</tr>
<tr>
<td>Heat boils water --&gt;</td>
<td></td>
</tr>
<tr>
<td>Steam pressure turns a turbine --&gt;</td>
<td></td>
</tr>
<tr>
<td>Light bulbs give off light and heat --&gt;</td>
<td></td>
</tr>
<tr>
<td>Generator produces electricity --&gt;</td>
<td></td>
</tr>
<tr>
<td>Electricity powers light bulbs --&gt;</td>
<td></td>
</tr>
<tr>
<td>Water turns to steam --&gt;</td>
<td></td>
</tr>
<tr>
<td>Oil burns to make heat --&gt;</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 2:

1. Add the following Household electrical appliances under the first column. **TV**  **Fridge**  **Water heater**  **Toaster**  **Oven**

2. Rank them under column 2 according to the quantity of energy they consume from 1 (lowest) to 5 (highest).

3. Write a saving tip under column 3.

   Look at the example:

<table>
<thead>
<tr>
<th>HOUSE APPLIANCES</th>
<th>RANKING</th>
<th>SAVING TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVEN</td>
<td>4</td>
<td>Use the microwave instead of the oven for cooking your FOOD.</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>
ACTIVITY 3. Can you think of ways to save energy at home/school despite using electrical appliances? Write sentences about saving energy or being environmentally friendly using the words below or other.

Examples:

1. Use the washing machine or the dishwasher when they are full.
2. Wash clothes in cold water.
3. Keep your windows and doors properly closed.

4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
SESSION 9 (PPT Slides 65-71)

ACTIVITY 1. EXPERT READING. Read your text and then ask the three questions to your partner, then write them on your paper.

TEXT A:
Non-renewable energy resources are limited on Earth. That is why it is important to conserve our Non-renewable sources or to use more frequently renewable sources. The consumption of Non-renewable sources impacts the environment. Specifically, our use of fossil fuels contributes to air and water pollution. For example, carbon dioxide is produced when oil, coal, and gas combust in power stations, heating systems, and car engines. Carbon dioxide in the atmosphere acts as a transparent blanket that contributes to the global warming of the earth, or "greenhouse effect." It is possible that this global warming could significantly change our weather.

QUESTIONS FOR STUDENT B
1. Which are the other impacts of Non-renewable energies?
2. Which gas is emitted when burning coal?
3. What is acid rain?

TEXT B:
Other environmental impacts are rising sea levels that can damage coastal areas, and major changes in vegetation growth that could cause some plant and animal species to become extinct. Sulfur dioxide is also emitted into the air when coal is burned. The sulfur dioxide reacts with water and oxygen in the clouds to form precipitation known as "acid rain." Acid rain can kill fish and trees. By contrast, Renewable energies effectively utilises natural resources such as sunlight, wind, hydropower and biomass, which are not limited.

QUESTIONS FOR STUDENT A
1. Why is it important to use renewable resources?
2. Which is a polluting gas?
3. What is the Greenhouse effect?
QUIZ

1. Most of the energy we use originally comes from:
   a. the sun    b. the air    c. the oil    d. the gas

2. Coal, petroleum, natural gas are fossil fuels. They are called fossil fuels because:
   a. they are burned to release energy and they cause air pollution
   b. they were formed from the buried remains of plants and animals that lived hundreds of millions of years ago
   c. they are non-renewable and will get finished
   d. they are mixed with fossils to provide energy

3. Gasoline is produced by refining which fossil fuel?
   a. natural gas    b. coal    c. petroleum    d. methane

4. Global warming is an increase in the level of which gas in the atmosphere?
   a. ozone    b. sulfur dioxide    c. carbon dioxide    d. nitrous oxide

5. Solar, biomass, wind, and hydro-power energy are all renewable resources of energy. They are called renewable because they
   1. are clean and free to use
   2. can be converted directly into heat and electricity
   3. can be renewed by nature in a short period of time
   4. do not produce air pollution

6. Name two fossil fuels

   1. __________________  2. __________________

7. Name a non-renewable energy resource that is not a fossil fuel.

   1. __________________
8. Name two advantages of using nuclear power.

1. _______________________________________________
2. _______________________________________________

9. Describe two disadvantages of wind power.

1. _______________________________________________
2. _______________________________________________

10. Name the energy resource that involves producing electricity from flowing water.

1. _______________________________________________

11. Name two materials that we can burn in order to get energy from “Biomass”

1. _______________________________________________
2. _______________________________________________

12. Match the words with the right sentence

<table>
<thead>
<tr>
<th>a) Nuclear energy</th>
<th>b) Fossil fuels</th>
<th>c) Oil</th>
<th>d) Biomass</th>
<th>e) Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>f) Wind power</td>
<td>g) Coal</td>
<td>h) Photovoltaic cells</td>
<td>i) Methane</td>
<td></td>
</tr>
</tbody>
</table>

1. Energy from waste plant or animal material.
2. Powered by movements of water in a dam/river
3. Uranium is the fuel
4. Formed from ancient dead animals.
5. Where the Earth gets most of its energy from.
6. The chemical name for natural gas.
7. Coal, oil and natural gas are called...
8. Convert the Sun’s energy directly into electricity.
SESSION 10 (PPT Slides 72-75)

ACTIVITY 1. LISTEN TO MICHAEL JACKSON’S SONG EARTH SONG AND TRY TO WRITE DOWN AS MANY WORDS AS YOU CAN.

THE GROUP THAT HAS MORE WORDS (CONTENT words) WILL WIN!

“Earth Song” lyrics (Michael Jackson)


EARTH SONG by MICHAEL JACKSON

What about sunrise
What about rain
What about all the things
That you said we were to gain...

What about killing fields
Is there a time
What about all the things
That you said was yours and mine...
Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
This crying Earth its weeping shores?

What have we done to the world?
Look what we've done.
What about all the peace,
That you pledge your only son?
What about flowering fields?
Is there a time?
What about all the dreams,
That you said was yours and mine?
Did you ever stop to notice,
All the children dead from war?
Did you ever stop to notice,

This crying Earth its weeping shores?
I used to glance beyond the stars
Now I don’t know where we are
Although I know we've drifted far
What about yesterday
(What about us)

What about the common man
Can’t we set him free
What about children dying
Can’t you hear them cry
Where did we go wrong
Someone tell me why

What about baby boy
What about the days

What about all their joy
What about the man

What about the crying man
What about Abraham
What about death again
Do we give a damn
ACTIVITY 2. True or False. You are going to listen to some statements in relation to this song.

If you think they are true, stand up, if false, stay sitting down.

Statements:

1. The song is about the destruction of our planet.
2. The song mentions the animal kingdoms.
3. The song does not refer to nature.
4. The song talks about war and children.
5. The song talks about watching TV at night.
6. The song mentions solar panels.
7. The song is inspired by natural disasters.
8. The song says we live in a perfect world.
9. The song says that men are responsible for the destruction of the planet.
10. I like this song very much.
EXTRA ACTIVITIES
A) Later Finishers.
Find the words related to non-renewable energy resources in the Word Search below.

<table>
<thead>
<tr>
<th>FOSSIL FUELS</th>
<th>COAL</th>
<th>URANIUM</th>
<th>NATURAL GAS</th>
<th>METHANE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAS PIPES</td>
<td>OIL PUMPS</td>
<td>REFINERY</td>
<td>OIL</td>
<td>PETROLEUM</td>
</tr>
<tr>
<td>PETROL STATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**B) Early Finishers.**

Non-renewable energy sources related vocabulary. Which words are hidden?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) UEILSF FOSLS</td>
<td>2) IOL</td>
<td>3) OETUMREPL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) A SARTALUNG</td>
<td>5) LOCA</td>
<td>6) AUIRNUM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) ETNAHME</td>
<td>8) L TINOPSORATET</td>
<td>9) IFNYERRE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) ULOM PSPI</td>
<td>11) I SAEPPGS</td>
<td>12) ARCO NREETLRUAC</td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>
The Tale of Johnny Energy Seed

I’m Johnny Energy Seed. I plant energy seeds in a big field on my farm. The sun shines. There is energy in the sun’s rays. It helps my seeds grow into tall plants. My plants store the sun’s energy in their roots, stalks, leaves and ears. Soon my energy plants look like this.

I can use the energy in my plants for many things. I can eat the seeds for energy for my body. This energy will help me grow and move and think.

I can feed my energy plants to my chickens, pigs, cows and horses. The energy will make my animals grow big and strong.

I can hang my energy plants in my barn to dry. Then I can burn them in my fireplace. The energy in my plants can keep me warm on cold winter nights.

I can put my energy plants into a big container that keeps out the air. As my plants decay, they can make a gas that I can burn in my stove to cook my food.
I can also turn my energy plants into fuel for my tractor. I turn them into alcohol, like grapes are turned into wine. This alcohol fuel, called ethanol, can run my tractor.

As you can see, a seed of corn really is an energy seed. Why don’t you plant some corn seeds and explore the ways you can use the energy in the plants you grow.

A) Late Finishers

Comprehension Check questions related to the reading.

1) What is Johny’s profession?

2) Where is the energy from the sun’s rays stored?

3) How does Johnny use the energy?

4) What animals does he feed?

5) Do you know any other animals that you can feed?

6) What does he do with his dry plants in his barn?
B) Early Finishers.

Imagine you are a farmer. Describe your daily routine. You may also need to use these words (morning, afternoon, night, breakfast, have lunch, have dinners, grow vegetables and fruits, plant seeds, feed animals, the sun, fields, tractor, water the plants, etc.)

Images taken from http://www.fotosearch.com/IMZ005/bon0037/
Text taken from http://www.eia.doe.gov/kids/
SESSION 5

A) Late Finishers.

Energy resources quiz with clues. Fill in the gaps.

Most of the Earth's energy comes from the a) __________ (big hot thing in the sky). Most power stations burn b) __________ (coil, gas, oil are called ... fuels) fuels, releasing energy that was stored long ago. A c) __________ (the same type of energy that is stored in food) energy resource is one that won't run out.

Wind Energy Quiz with clues. Fill in the gaps.

<table>
<thead>
<tr>
<th>Fuel generators noisy pollution reliable renewable strong</th>
</tr>
</thead>
</table>

Wind power is a) __________ (it will not become extinguished), does not need any b) __________ (coal is the ... for a coal power station) and does not produce any c) __________ (waste that ruins the environment). However, you need a lot of d) __________ (they turn energy into electricity) to make a large amount of power, and you must put them where the winds are e) __________ (not weak) and f) __________ (you can trust on it). Wind farms can be g) __________ (not quiet) if you live close.
B) Early Finishers

Use these words to answer the questions:

- Nuclear
- burn
- chain
- dangerous
- energy
- no
- reactor
- robot
- rods
- shielding
- turbines
- uranium
- waste
- water

1. Is nuclear power renewable? [yes/no].

2. Nuclear power stations use__________ as fuel. They need very little, compared to a "fossil" power station because there is much more _____________ in nuclear fuel.

3. The __________ reaction inside the __________ creates heat, which turns _________ into steam to drive __________, which drive generators to make electricity.

4. The fuel ________ are safe to handle before they go into the reactor, it's only when they come out that you need to handle them with __________ arms and heavy ________.

5. __________ power stations do not create atmospheric pollution, because they do not ______ anything. However, the small amount of _________ that they do produce is very __________.
SESSION 6

A) Late Finishers:

Read the following questions and ask them to your partner, then write down the answers.

1. How many people live in your house? ________________________________

2. Each bathroom has ______ bulbs. How many are in all the bathrooms? ______

3. The family room, kitchen, utility room, hall and TV/computer room each have _______ bulbs. How many are there in the whole house? ____________________.

4. Each person uses one bulb for four hours each day. How many hours a day are they used in all? ________

5. Each person uses ten cents (0,10) worth of electricity per hour. How much does the family pay for electricity for every day? ________________________________.

Taken from http://www.eia.doe.gov/kids/
**B) Early Finishers:**

**READING**

---

### Petrol vs Electricity

**SUV (sports utility vehicle)** this car requires petrol and more than the average car.

This is a very popular car because it has lots of space and is very safe. It is designed to be taken off road so people can go camping. Many women drive this car because of safety and space for children as well as for their shopping.

**The electric car** has been invented since the 1990’s but you never see them. Requires no petrol at all and you can plug it in at home over night. It’s very fast and cleaner than petrol cars. Most of them are small and are not as big as a SUV. Owning this car is much cheaper because of no petrol and doesn’t need to be maintained as much.


Second picture taken from: [www.blog.thesietch.org/.../2008/03/ev2.jpg](http://www.blog.thesietch.org/.../2008/03/ev2.jpg)
Discuss with your partner about the advantages and disadvantages of buying an electric car. Provide a short list for each one.

SESSION 7

A) Late Finishers

Write a report on pollution. Can you finish the passage? Look at the pictures and the words given in the box.

<table>
<thead>
<tr>
<th>Dangerous</th>
<th>land</th>
<th>fresh air</th>
<th>late</th>
<th>problem</th>
<th>noise</th>
<th>air</th>
<th>rubbish</th>
</tr>
</thead>
<tbody>
<tr>
<td>serious</td>
<td></td>
<td>water</td>
<td></td>
<td>roadworks</td>
<td>smoke</td>
<td>safe</td>
<td></td>
</tr>
</tbody>
</table>
The pollution in Hong Kong is a __________ problem.
We have __________ pollution which makes the rivers and the sea very dirty. Some seafood is no longer _____ to eat now.
We have ______ pollution because of the ______ made by cars and factories.
____________ pollution is also getting worse because of the ______ and traffic in our streets.
If we allow this to go on, Hong Kong will become a ______ place to live in. Therefore we must do something before it is too _____.
If we don’t stop making a lot of smoke, we won’t have ___________ to breathe.
B) Early Finishers

Match the words in column A with the words in column B. Then, write the complete answers in the orange section.

<table>
<thead>
<tr>
<th>1. - Oil</th>
<th>a. - Rain</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. - Exhaust</td>
<td>b. - Spill</td>
<td>2</td>
</tr>
<tr>
<td>3. - Catalytic</td>
<td>c. - Fumes</td>
<td>3</td>
</tr>
<tr>
<td>4. - Ecological</td>
<td>d. - Disaster</td>
<td>4</td>
</tr>
<tr>
<td>5. - Greenhouse</td>
<td>e. - Layer</td>
<td>5</td>
</tr>
<tr>
<td>6. - Acid</td>
<td>f. - Effect</td>
<td>6</td>
</tr>
<tr>
<td>7. - Ozone</td>
<td>g. - Warming</td>
<td>7</td>
</tr>
<tr>
<td>8. - Global</td>
<td>h. - Converter</td>
<td>8</td>
</tr>
</tbody>
</table>

Read the sentences below and fill the gaps with the word partners from the previous activity.

1. - I think that the smoke from factories is more dangerous to the atmosphere than the _______ from cars. It contributes to _______ which can destroy forests.

2. - I don’t believe that there is a hole in the _______ because I cannot see it.

3. - I like the fact that the _______ is making the planet hotter. I like hot weather so I don’t think that _______ is a problem.

4. - I think the _______ in Galapagos islands was a preventable _______.

Taken from [http://www.tefl.net/esl-lesson-plans/TBW_Environment-Pollution.pdf](http://www.tefl.net/esl-lesson-plans/TBW_Environment-Pollution.pdf)
GLOSSARY OF THE MAIN WORDS

• **Biomass energy**: it is the energy that comes from material from living things. For example, plant material, animal material or even bacteria. Organic matter can be burned to provide heat, or fermented to produce gas.

• **Carbon monoxide** is a polluting gas emitted by cars, planes, etc and plants (at night).

• **Coal, oil and gas** are called "fossil fuels" because they are formed from the organic remains of prehistoric plants and animals. They are burnt to get electrical power.

• **Energy** – The ability to do work. Energy is never created or lost but only changed from one form to another.

• **Environment** – The living things, climate, soil, air, and other factors that surround an organism. OR The complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism (a living thing) or an ecological community (a collection of living things) and ultimately determine its form and survival. The circumstances, objects, and conditions that surround each of us.

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• **Fuel**: any material that can be burned to make energy.

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• **Greenhouse effect**: The process in which heat cannot escape from the atmosphere and causes the temperature of the Earth to rise. The rise in temperature is called **global warming**.

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• **Nuclear power** is generated using **Uranium**, which is a metal mined in various parts of the world. Nuclear power stations generate electrical power.

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• **Pollution**: the damaging air, water, or land with chemicals or other substances.

• **Radioactivity**: a form of harmful energy produced during a nuclear reaction.
• **Renewable energies**: are those forms of energy generated from natural resources (the sun or the wind) and they are used to provide electricity.
• **Safety**: protected from damage or danger.
• **Waste**: anything left over or useless (example: rubbish).
• **Wind energy**: It is the energy that comes from the wind. The sun heats the Earth unevenly and this causes winds.
• **Windmill**: a tall building with long pieces of wood or metal to crash grain or to produce electricity.

---

Some interesting sources

- http://www.sustenergy.org
- http://ec.europa.eu/energy/
- http://www.youtube.com/watch?v=1-g73ty9v04
- http://www.youtube.com/watch?v=s9dxc_jVlY
- http://www.youtube.com/watch?v=vss0jRiaZu0
- http://tonto.eia.doe.gov/kids/
- http://www.bbc.co.uk/schools/ks2bitesize/index.shtml
- http://www.videojug.com/tag/green-energy
- http://www.scienceonline.co.uk/energy/renewable-energy.html#hydro
NOTES
STUDENT'S DOSSIER
STUDENT'S NAME:
ENERGY RESOURCES

ENERGY RESOURCES TYPES:

1. NON-RENEWABLE ENERGY
   Those forms of energy that have a limited supply (they can be finished). They are also used to provide electricity. They cause the greenhouse effect.

2. RENEWABLE ENERGY RESOURCES
   Those forms of energy generated from natural resources (the Sun, the wind, etc.) and they are mostly used to provide electricity and they don’t cause pollution.
1. **NON-RENEWABLE**

   **FOSSIL FUELS**
   (coal, oil/petroleum, gas)

   **NUCLEAR FUELS**
   (Uranium)

2. **RENEWABLE**

   **SOLAR ENERGY**

   **WIND ENERGY**

   **BIOMASS ENERGY**

   **HYDROPOWER ENERGY**

**Fuel:** any material that can be burned to make energy

---

**NON-RENEWABLE ENERGY RESOURCES**

- **1. NON-RENEWABLE**

  **1.1. FOSSIL FUELS**
  (coal, oil/petroleum, gas)

  **1.2. NUCLEAR FUEL**
  (URANIUM)

**1.1- Fossil fuels** are organic material made from plants and animals. They contain stored energy from the sun.

**1.2- Nuclear fuel.** Uranium (common metal found in rocks all over the world) is the most used nuclear fuel. Nuclear plants use a certain kind of uranium, known as **U-235.** It is very polluting.
RENEWABLE RESOURCES

2.1 - Solar energy: It comes from the Sun. It causes changes in the wind and water and plants use it for the photosynthesis. It is essential for the other resources.

2.2. - Wind energy (wind energy): It comes from the wind. The sun heats the Earth irregularly and this causes winds currents in the atmosphere.

2.3. - Hydropower energy: It is generated by the falling of water through a turbine. Turbines generate electricity.

2.4. - Biomass energy: It comes from organic matter, for example plants, animals or bacteria. Organic matter can be burned to provide heat or fermented to produce gas.

RENEWABLE ENERGY RESOURCES

- 2. - RENEWABLE
  - SOLAR (sun)
  - WIND
  - BIOMASS (organic matter)
  - HYDROPOWER (water)
## Activity 1. What is in the pictures?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Natural Gas flame (methane)</td>
</tr>
<tr>
<td>2.</td>
<td>Refinery</td>
</tr>
<tr>
<td>3.</td>
<td>Nuclear Reactor</td>
</tr>
<tr>
<td>4.</td>
<td>Coal</td>
</tr>
<tr>
<td>5.</td>
<td>Uranium</td>
</tr>
<tr>
<td>6.</td>
<td>Oil pumps</td>
</tr>
<tr>
<td>7.</td>
<td>Gas pipes</td>
</tr>
</tbody>
</table>
ACTIVITY 2. WHAT IS IN THE PICTURES?

1. Hydropower power energy (water)
2. Solar energy (Sun)
3. Wind energy (turbines)
4. Biomass energy (organic matter fuel)
5. Solar energy (panels)
**ACTIVITY 3. MATCH THE FOLLOWING PICTURES WITH THE RIGHT ENERGY SOURCE.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Solar energy (sun)</strong></td>
<td>2. <strong>Wind energy</strong></td>
</tr>
<tr>
<td>3. <strong>Coal (=fossil fuel)</strong></td>
<td>4. <strong>Petroleum/oil (=fossil fuel)</strong></td>
</tr>
<tr>
<td>5. <strong>Biomass energy (=organic matter fuel)</strong></td>
<td>6. <strong>Uranium (=nuclear fuel)</strong></td>
</tr>
<tr>
<td>7. <strong>Hydropower energy (water)</strong></td>
<td>8. <strong>Natural Gas (methane) (=fossil fuel)</strong></td>
</tr>
</tbody>
</table>

*Example: 2-Wind energy*
**ACTIVITY 4. CLASSIFY THE RENEWABLE OR NON-RENEWABLE ENERGY RESOURCES AND WRITE THEM UNDER THE RIGHT COLUMN.**

<table>
<thead>
<tr>
<th>RENEWABLE ENERGIES</th>
<th>NON-RENEWABLE ENERGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemple: Wind energy</td>
<td></td>
</tr>
<tr>
<td>Wind energy</td>
<td></td>
</tr>
<tr>
<td>solar energy</td>
<td></td>
</tr>
<tr>
<td>coal (fossil fuel energy)</td>
<td></td>
</tr>
<tr>
<td>nuclear energy</td>
<td></td>
</tr>
<tr>
<td>petrol (fossil fuel energy)</td>
<td></td>
</tr>
<tr>
<td>hydropower energy</td>
<td></td>
</tr>
<tr>
<td>biomass energy</td>
<td></td>
</tr>
<tr>
<td>natural gas (fossil fuel energy)</td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 5. DRAW YOUR POSTER.**

**ACTIVITY 6: MATCH THE FOLLOWING WORDS ON THE LEFT WITH THE DEFINITIONS ON THE RIGHT.**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WIND ENERGY</td>
<td>2. SOLAR ENERGY</td>
<td>3. COAL</td>
<td>4. NUCLEAR ENERGY (Uranium)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. PETROL (OIL)</td>
<td>6. HYDROPOWER ENERGY</td>
<td>7. BIOMASS ENERGY (organic waste, for example: wood chips)</td>
<td>8. NATURAL GAS (methane)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. It is a fossil fuel. It is a liquid and it is usually found in underground areas called reservoirs.</td>
<td>B. It is a fossil fuel. The main ingredient is methane, a gas (or compound) composed of one carbon atom and four hydrogen atoms.</td>
<td>C. The energy in the nucleus (core) of an atom (tiny particles that make up every object in the universe). There is enormous energy in the bombs that hold atoms together.</td>
<td>D. It is air in motion. It is caused by the uneven heating of the Earth’s surface by the sun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F. It is the sun’s rays (solar radiation) that reach the Earth. This energy can be converted into other forms of energy, such as heat and electricity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Fossil energy. It is a combustible, black, sedimentary rock composed of carbon.</td>
<td></td>
<td>G. It is organic material made from plants and animals. It contains stored energy from the sun.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. The amount of available energy in moving water is determined by its flow or fall. Rapidly flowing water in a big river, water descending from a waterfall has lots of energy!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answers:**

NOW STICK THE WORDS NEXT TO THEIR DEFINITIONS.
ACTIVITY 7. RUNNING DICTATION.

Instructions:

- Make groups of 4 students

- Decide who Student 1,2,3,4 is.

- When the teacher calls your number, you should run to the teacher and read and memorize a sentence.

- Then, run back to the group and dictate the sentence. (Runners cannot write the sentence).

- The first group to finish will be the winner!

Sentences:

1.-

2.-

3.-

4.-

5.-

6.-

7.-

8.-
ACTIVITY 8. LET’S SAVE IT! We are going to watch a video about how to save energy in everyday life.

http://www.youtube.com/watch?v=1-g73ty9v04

1. Circle what do the Superkids do to save some energy:

   The Superkids ...

   A. Put the thermostat a few degrees lower.
   B. Turn off lights and electronics (computers, TVs, bulbs).
   C. Use the microwave instead of the oven for cooking.
   D. Take short showers instead of baths.
   E. Turn off water while you brush your teeth.
   F. Ride a bicycle or use public transport.
   G. Do not use the elevator.
   H. Dry their clothes in the sun instead of using a clothes dryer.
   I. Recycle items such as newspaper, aluminum cans and plastic and glass bottles, etc.
   J. Wash clothes in cold water.
   K. Use the right containers to throw used batteries.
   L. Keep the doors and windows closed properly.
   M. Open the curtains on sunny winter days to let sunshine into their home.
WHAT CAN YOU DO? SOME GREEN TIPS

✔ Walk, ride a bicycle or use public transport.
✔ Dry your clothes in the sun instead of using a clothes dryer.
✔ Recycle items such as newspaper, aluminum cans and plastic and glass bottles, etc.
✔ Wash clothes in cold water and only in full loads.
✔ Remember to switch off the TV, radio, computer, etc. at the wall. Standby leaks electricity.
✔ Use the right containers to throw used batteries.
✔ Set your thermostat a few degrees lower.

WHAT CAN YOU DO? SOME GREEN TIPS

✔ Turn off lights and electronics (computers, TVs, stereos, video-games etc.)
✔ Use the microwave instead of the oven for cooking your meals.
✔ Use machines like washing-machine, dishwashers after 8 p.m.
✔ Open your curtains on sunny winter days to let sunshine into your home.
✔ Take short showers instead of baths.
✔ Turn off water while you brush your teeth.
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- [http://www.youtube.com/watch?v=Vss0jRiaZu0](http://www.youtube.com/watch?v=Vss0jRiaZu0)
- [http://tonto.eia.doe.gov/kids/](http://tonto.eia.doe.gov/kids/)
- [http://www.bbc.co.uk/schools/ks2bitesize/index.shtml](http://www.bbc.co.uk/schools/ks2bitesize/index.shtml)
- [http://www.videojug.com/tag/green-energy](http://www.videojug.com/tag/green-energy)
- [http://www.scienceonline.co.uk/energy/renewable-energy.html#hydro](http://www.scienceonline.co.uk/energy/renewable-energy.html#hydro)
- [http://www.energyquest.ca.gov/projects/steamboat.html](http://www.energyquest.ca.gov/projects/steamboat.html)
### Valoració Final sobre la Unitat: Energy Resources

**Nom i cognom:** ___________________________

**Curs:** _______________

**Data:** _______________

---

**Respon sincerament a aquestes preguntes:**

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- Has pogut seguir les classes en anglès?</td>
<td></td>
</tr>
<tr>
<td>2.- T’ha costat fer les activitats?</td>
<td></td>
</tr>
<tr>
<td>3.- Què és el que t’ha agradat més de la unitat?</td>
<td></td>
</tr>
<tr>
<td>4.- Què és el que menys t’ha agradat?</td>
<td></td>
</tr>
<tr>
<td>5.- Què és el que t’ha quedat més clar?</td>
<td></td>
</tr>
<tr>
<td>6.- Què és el que no has acabat d’entendre?</td>
<td></td>
</tr>
<tr>
<td>7.- T’han agradat els materials (PowerPoint + dossier estudiant)?</td>
<td></td>
</tr>
<tr>
<td>8.- T’agradaria repetir l’experiència amb un altre tema l’any vinent?</td>
<td></td>
</tr>
<tr>
<td>9.- T’agradaria tractar algun tema en especial?</td>
<td></td>
</tr>
<tr>
<td>10.- Tens algun suggeriment o comentari a fer?</td>
<td></td>
</tr>
</tbody>
</table>
Valora del 1 (el pitjor) al 10 (el millor):

<table>
<thead>
<tr>
<th>Nivell d’anglès a classe:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(de més fàcil a més difícil)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dossier alumnes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Powerpoint</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Activitats</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<td>10</td>
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