

Exercise 1

Use the chart to make sentences about the distribution of energy resources in the world.

North America	has/have got	the most	gas
South and Central America		the least	geothermal energy
Europe and Eurasia		a lot of	wind
The Middle East		no	coal
Africa	hasn't/haven't got much		oil
Asia Pacific			sunshine uranium wood

North America	has/have got	more less	gas	than	North America
South and Central America			geothermal energy		South and Central America
Europe and Eurasia			wind		Europe and Eurasia
The Middle East			coal		The Middle East
Africa			oil		Africa
Asia Pacific			sunshine		Asia Pacific
			uranium		
	wood				

Exercise 2

Number the key regions from 1 (least) to 6 (most) for each energy resource to show the distribution of energy resources in the world.

	gas	geo-thermal energy	wind	coal	oil	sunshine	uranium	wood
North America								
South and Central America								
Europe and Eurasia								
The Middle East								
Asia Pacific								
Africa								

Objectives

Science

Students learn about the distribution of different energy resources in the world.

Language

Skills: Speaking and writing

Grammar: Comparatives and superlatives; expressions of quantity

Vocabulary: Nouns: *geothermal power, wind power, oil, coal, gas, sunshine, uranium, wood*

Activities

Activities	Language skills
Students discuss what they know or can guess about the distribution of energy resources	Speaking; vocabulary; comparatives and superlatives and expressions of quantity
They watch the game, check if they were correct and describe the information on the maps	Speaking; vocabulary; comparatives and superlatives and expressions of quantity
They transfer the information from the map to a table	Speaking/writing; vocabulary; comparatives and superlatives
They compare the different regions	Speaking/writing; vocabulary; amount; comparison

Procedure

With the whole class

(Typical situation: whole class watching the presentation and game on an interactive whiteboard or projector.)

- 1 Introduce the topic, and explain to students that they are going to look at maps which show the distribution of different energy resources in the world. Introduce some key vocabulary (see above).
- 2 [Slide 1] Choose one energy resource (gas, geothermal, wind, coal, oil, sunshine, uranium or wood) and ask the class to work in groups and say what they know or can guess about its distribution in six key regions (North America, South and Central America, Europe and Eurasia, the Middle East, Africa, Asia Pacific). Tell students to use the chart in exercise 1 on the worksheet to help them make sentences. Monitor and help with vocabulary.
- 3 [Slide 2] Show the map for the chosen energy resource. Ask the students to work in groups describing the information on the map to each other, using the chart in exercise 1 on the worksheet.
- 4 [Slide 3] Students do exercise 2 on the worksheet. They complete the column for their chosen energy resource, numbering the key regions from 1 (least) to 6 (most) to show the distribution of that energy resource in the world. (NB Some energy resources are distributed evenly across two or more regions.) Tell the students to compare their answers in their groups.

WHO'S GOT WHAT?

5 Choose another energy resource and ask the class to repeat steps 2 to 4 above. Repeat for as many different energy resources as you wish.

6 [Slide 4] Students compare the regions in the table in exercise 2 using the sentences from the chart in exercise 1. They can either talk about the table in groups, discuss it with the whole class or write about it individually. (For example: *Africa has the most geothermal energy and the most sunshine. But Europe and Eurasia have more gas than Africa.*) Encourage students to compare regions and talk about which regions are the richest or poorest in energy resources.

With groups**(each group studies one energy resource and presents it to the class)**

(Typical situation: students arranged in groups around computers e.g., in a language lab)

1 Introduce the topic, and explain to students that they are going to look at maps which show the distribution of different energy resources in the world. Introduce some key vocabulary (see above).

2 [Slide 1] Allocate one energy resource (gas, geothermal, wind, coal, oil, sunshine, uranium or wood) to each group. The groups work together saying what they know or can guess about distribution of their energy resource in six key regions (North America, South and Central America, Europe and Eurasia, the Middle East, Africa, Asia Pacific). Tell students to use the chart in exercise 1 on the worksheet to help them make sentences. Monitor and help with vocabulary.

3 [Slide 2] Students look at the map for their energy resource and describe the information on the map to each other, using the chart in exercise 1 on the worksheet.

4 [Slide 3] Students do exercise 2 on the worksheet. They complete the column for their energy resource, numbering the key regions from 1 (least) to 6 (most) to show the distribution of the energy resource in the world. (NB Some energy resources are distributed evenly across two or more regions.)

5 Each group reads out the numbers from their column of the table, and the rest of the class completes the table.

6 [Slide 4] Students compare the regions in the table in exercise 2 using the sentences from the chart in exercise 1. They can either talk about the table in groups, discuss it with the whole class or write about it individually. (For example: *Africa has the most geothermal energy and the most sunshine. But Europe and Eurasia have more gas than Africa.*) Encourage students to compare regions and talk about which regions are the richest or poorest in energy resources.