

## 6.49 Introducing energy conservation

**Topic:** Conservation

**Subtopic:** Energy sources

**Activity type/skill:** Orientation

**Literacy focus:** Speaking

**Genre:** Persuasive texts

### Objective

- Revise and use the target vocabulary.
- Draw on existing knowledge.
- Provide an opportunity for speaking about a curriculum topic in a supported situation.

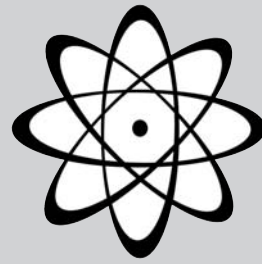
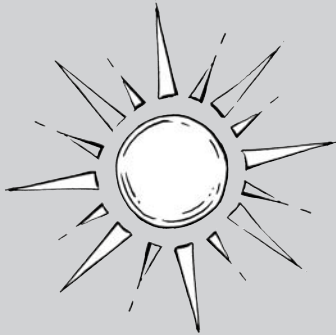
### What you need

- Student worksheet (see next page)

### What to do

1. Look at the student worksheet and talk generally about what the students already know about energy resources. Be sure to cover the idea of renewable resources such as solar energy, wind energy and hydro electricity and non-renewable resources such as fossil fuels. Talk also about the idea of conserving energy to ensure that supplies of things like oil last longer.
2. Have a student point to a box and say another student's name. The person named must complete the statement. Support learning by supplying vocabulary, asking for repetition if grammar is faulty and praising clear, accurate answers.
3. When the student has completed their response, they point to another box and say another student's name. The response must be acceptable to the group before the activity continues.

## Activity forty-nine



Two facts I know about energy are...

A question I have about energy is...

It might be important to know this fact about energy because...

Two important facts about oil are...

I can tell you these things about renewable energy:

It is important to conserve energy because...

Using fossil fuels could harm the earth in these ways:

Something I don't understand about energy is....

