English lesson plans for Grade 7

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Using these lesson plans

The lessons for Grade 7 do not represent a week’s teaching; they are drawn from different points in the teaching year to show spread rather than sequence.

The objectives for the lessons are drawn from the content standards and the relevant standards in each case are indicated on the lesson plan. Main standards are shown in bold and subsidiary standards in normal print beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support 45 minutes of direct teaching. Teachers may need to supplement the activities provided with additional simpler or more complex tasks if they have a mixed ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities will become homework or carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end.

Answer keys are provided to guide teacher correction and feedback but where the tasks are subjective, these answers are not intended to be presented to students as the only ‘right’ way of completing the given tasks.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the speaking/grammar lesson, the three stages are presentation, practice and production. In the listening/vocabulary, reading and writing lessons the three stages are pre-, while, and post- (e.g. pre-listening, while listening and post-listening).

The lesson plans do not include revision warmers at the beginning to review language learned in previous lessons, nor do they include homework tasks at the end of the lesson because these lesson plans are taken out of sequence. However, the review and homework stages are necessary parts of the lesson and should be provided by the teacher.
Speaking and grammar: managed to vs. could for past ability

Objectives

Grade 7 curriculum standards 5.2, 5.3, 1.2

Presentation

Set the scene

Give students worksheet 7.1a and elicit from them the answers to the questions. Use the pictures to pre-teach the vocabulary.

Give students one minute to scan the text below the pictures. Ask the following comprehension questions to check general understanding.

- What's the man's name? Houdini.
- When did he live? About 100 years ago.
- What was his job? A magician/an escape artist.

Model sentences

Elicit the following model sentences by questioning, get students to practise saying the sentences aloud with correct pronunciation and then write the model sentences on the board.

Example question: Why was he famous?

Model sentence: He could escape from anywhere.

Example questions: What happened in 1897? What are the exact words the text uses?

Model sentence: In 1897 he managed to escape from a famous prison.

Get students to underline the model sentences in their worksheets and find any other sentences which use could or managed to. Get them to copy these sentences into their exercise books.

Concept check

Elicit/check students understand the meaning, form and pronunciation of managed to and when to use it instead of could with the following questions. Ask the questions in Arabic or English, depending on the level of your class.

- Are we talking about the present or the past? Past
- What Houdini can do or what he could do? Could do
- Was Houdini able to escape from places like this all of his life? Yes
- Is it a general statement about him? Yes
- For things we were able to do for a long time, for all our lives, for general ability, do we use could or managed to? Could
• What happened in 1897? He managed to escape.
• Escaping from that prison in that year – was it a general or a specific action? A specific action
• Was it a repeated, continuing action or a single action? A single action
• Something he did all his life or something he did once? Once
• So for single events, one-off things we were able to achieve, do we use could or managed to? Managed to

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**Practice**

**Resources**

OHT 7.1a

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**Word cue substitution drill**

Do the word-cue substitution drill about Houdini with the whole class (OHT 7.1a). Students transform the sentences, using managed to:

<table>
<thead>
<tr>
<th>Cue</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>They put him in chains.</td>
<td>He managed to get out of the chains.</td>
</tr>
<tr>
<td>They put him in a locked wooden box.</td>
<td>He managed to unlock the wooden box.</td>
</tr>
<tr>
<td>They put the wooden box into a locked metal box.</td>
<td>He managed to unlock the metal box.</td>
</tr>
<tr>
<td>They hung the box over a bridge with a rope.</td>
<td>He managed to climb up the rope to the bridge.</td>
</tr>
<tr>
<td>They lowered the box into the river.</td>
<td>He managed to hold his breath. He managed to swim out of the box.</td>
</tr>
<tr>
<td>After 30 minutes Houdini escaped.</td>
<td>He managed to escape in 30 minutes.</td>
</tr>
</tbody>
</table>

Get students to practise the question form by giving them oral cues, ‘first’, ‘then’, ‘next’, ‘after that’, ‘in the end’.

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>What did he manage to do first?</td>
</tr>
<tr>
<td>then</td>
<td>What did he manage to do then?</td>
</tr>
<tr>
<td>after that</td>
<td>What did he manage to do after that?</td>
</tr>
</tbody>
</table>

Put students in pairs and get them to practise questions and answers with managed to from the same cues on OHT 7.1a. Students can change the order of what Houdini managed to do first, according to their own logic.

**Answer key – suggested exchange**

A: What did he manage to do first?
B: He managed to get out of the chains.
A: What did he manage to do then?
B: He managed to unlock the wooden box.
Etc.

Get students to practise in open pairs first, then closed pairs. Monitor and correct for accuracy.
Finding friends

Use the grid in OHT 7.1b and the map on OHT 7.1c to elicit which prepositions go with which verbs. Refer to the map on OHT 7.1c to show crawl through, step over, climb out of, etc.

Answer key

Relate the prepositions to the situation on OHT 7.1c only – other combinations are possible but these suggested answers focus students on the specific activity here, not every possible situation.

Fill in the table as a whole class or give it to the class already filled in.

<table>
<thead>
<tr>
<th></th>
<th>in</th>
<th>on</th>
<th>into</th>
<th>onto</th>
<th>across</th>
<th>off</th>
<th>from</th>
<th>out of</th>
<th>through</th>
<th>down</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb</td>
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<tr>
<td>crawl</td>
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<td>hide</td>
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<td>step</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Get students work in pairs, using the table as set of cues to make sentences about the map on OHT 7.1c with managed to.

A: Climb onto

B: I managed to climb onto the roof of the castle / prison building

Crawl across.

A: I managed to crawl across the minefield.

Story telling

Set the scene for getting students to prepare and present the story of how they managed to escape from the prison. Show OHT 7.1c and tell them the following.

Teacher’s script

You were in this prison for three years and then you managed to escape. How did you do it? You are going to tell us your story. First, remember what things you managed to get hold of in prison that helped you escape. What sort of things did you use? Did you use a knife? Did you manage to steal a key?

Elicit from students and put on the board a list of things that they managed to get hold of before escaping.

<table>
<thead>
<tr>
<th>wire cutters</th>
<th>a key</th>
<th>a guard’s uniform</th>
<th>a passport</th>
<th>a train ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog food</td>
<td>money</td>
<td>walking shoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Get students to brainstorm their stories in groups of four, writing short notes (not complete sentences) if they need to, to prepare their stories. Ensure students will speak at length and use the target language by:

• reminding them of the verbs and prepositions in OHT 7.1b;
• reminding them of the target language managed to;
• eliciting what they did in preparation for the escape;

_Steal a key and some money, make some normal clothes, save some food for the dogs…_

• getting them to count how many ‘steps’ there are in **OHT 7.1c** from the prison window to the port and eliciting the verbs and prepositions for each.

_Climb out of the window, climb down the walls, crawl under the barbed wire fence, make friends with the dogs, jump over the electric fence, escape from the guards, walk through the minefield, not step on any mines, climb over the outer fence, run through the woods, hide on the train, etc._

Get students to take it in turns in their groups to practise telling their story. Tell them that everyone must practise because everyone will have to re-tell the story.

Get the listeners to add comments and ask questions to keep the story going.

_Really? That’s amazing! How did you manage to do that?_

Cross-group students into new groups of four so that every member of the new group has a different story to tell. Get them to take it in turns to listen and tell.

Monitor for fluency as well as accuracy. Record spoken errors and general problems for the feedback session.

Deal with most common spoken errors orally.

Ask students to choose from their group the escape story which is (a) the strangest, (b) the funniest, (c) the most practical, and to give reasons for their choices.

**Summary for students**

<table>
<thead>
<tr>
<th><strong>In Arabic if necessary</strong></th>
</tr>
</thead>
</table>

_Could, managed to_ and _was able to_ are all helping verbs (modal verbs) that we use to talk about ability and achievements in the past. _Could_ is for general or life-long skills, _managed to_ is for one-off, specific events.

_Was able to_ can be used for any situation instead of having to change between _could_ and _managed to_, and that’s what we will study next.
Listening and vocabulary: Jobs and work customs

- Understand and respond to information given about work customs in different countries.
- Use vocabulary from the recommended word lists to talk about jobs.

The idea of the interview and structure of the ‘Comprehension grid’ exercises in this lesson are based on an example from People Like Us by Simon Greenall, Macmillan Education Ltd. 2003.

Guessing game

Introduce the topic, ‘Jobs and work customs’. Pre-teach the vocabulary, relating the adjectives to the qualities you need to do certain jobs. Show students the adjectives in Box 1, OHT 7.2. Put the following sentence on the board.

A … person is someone who …

In groups of three, get students to choose three of the adjectives in Box 1 and complete the sentence above, for each one, to define it.

A brave person is someone who is not afraid of anything.

Monitor and correct for accuracy. Get students to read their sentences to the class, omitting the adjective they are describing. The class then guesses which adjective it is.

Word building

In the same groups, get students to guess or work out the job titles derived from root words that you put on the board.

<table>
<thead>
<tr>
<th>law</th>
<th>interview</th>
<th>account</th>
<th>politics</th>
<th>ambulance</th>
<th>army</th>
</tr>
</thead>
</table>

Check answers by showing students the job titles in Box 2, OHT 7.2. Get students to match the adjectives in Box 1 with the jobs in Box 2. Tell them to put the two items together and make sentences with should be and ought to be.

Lawyers should be clever but professional.

Comprehension grid (column 1)

Get students to read the statements on worksheet 7.2 about work customs in the UK. Working individually, get students to fill in the column ‘In Qatar’ by ticking (✓) the statements which are also true for Qatar and putting a question mark (?) next to any they don’t know. Read the statements aloud, pausing after each one to give students time to think and fill in the column. Then put students back into their groups of three and get them to compare answers.
Comprehension grid (column 2) Same or different

Tell students they are going to listen to an interview with a Vietnamese woman, Hai, who works as an office manager in Hanoi. She is being interviewed about work customs in her country. As students listen they will tick (✓) the column ‘In VN’ (Vietnam) (worksheet 7.2), for the work customs which are the same as in the UK. Again, if they’re not sure, or the information isn’t given, they will put a question mark (?).

Play tape 7.2. Let students share answers after the first listening, giving evidence they can remember from the interview to support their answers.

Answer key

Statements ticked (✓): 5, 7, 8, 9.

Get students to discuss and fill in the last column in the table ‘Main differences’ (worksheet 7.2). This column is to describe how Vietnamese work customs are different from those in the UK; students should do as much as they can from memory. Play the tape a second time. Get them to complete their notes, discuss, share and compare answers.

Answer key

2½ hour lunch breaks
lunchtime sleep
second job
normal clothes
retire at 50–55
don’t change jobs
use personal connections

Pairwork discussion

Individually, get students to write sentences comparing work customs in the UK, Qatar and Vietnam, in three different ways: factual comparisons, personal preferences and different values. Students use the sentence patterns below to prepare for discussion.

1 Factual comparisons

<table>
<thead>
<tr>
<th>We</th>
<th>work</th>
<th>longer</th>
<th>hours</th>
<th>in</th>
<th>Qatar</th>
<th>The UK</th>
<th>Vietnam</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>have</td>
<td>shorter</td>
<td>holidays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Personal preferences

<table>
<thead>
<tr>
<th>I’d like to</th>
<th>work in</th>
<th>The UK</th>
<th>because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wouldn’t like to</td>
<td></td>
<td>Qatar</td>
<td></td>
</tr>
<tr>
<td>I’d rather</td>
<td></td>
<td>Vietnam</td>
<td></td>
</tr>
<tr>
<td>I’d prefer to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Values

<table>
<thead>
<tr>
<th>You</th>
<th>should</th>
<th>‘buy’ jobs for your family</th>
</tr>
</thead>
<tbody>
<tr>
<td>shouldn’t</td>
<td>have to wear formal clothes to work</td>
<td></td>
</tr>
<tr>
<td>ought to</td>
<td>be able to wear what you want</td>
<td></td>
</tr>
</tbody>
</table>
Put students into pairs and get them to express their opinions, agree and disagree, using their written sentences as prompts and known phrases.

*What about you? What do you think?*

*You could be right but...*

Monitor and record written and spoken errors for the feedback session.

**Feedback**

- What are the main differences between [Vietnam] and [Qatar]?
- Where would you prefer to work?
- Why?
- Which work customs do you disagree with or think are wrong?
- Why?

Elicit a few different opinions from the class. Deal with the most common errors, orally and/or on the board.

**Summary for students**

Today’s lesson was to learn some new vocabulary. Tell me some of the new words you learned today about work and jobs. You also practised listening for information and details. You responded to listening by making comparisons, stating your preferences and opinions, and discussing which work practices you agreed and disagreed with.
Interviewer: So how many hours a day do you normally work?
Hai: Officially, from 7 to 4.30, but it’s not really such a long day.
Interviewer: Why is that?
Hai: Well, we have a two and a half hour lunch break.
Interviewer: Two and a half hours! That’s a long lunch.
Hai: Most people go home for lunch and have a sleep afterwards – it’s so hot in the middle of the day – the best thing to do is sleep.
Interviewer: Do people ever work late?
Hai: No, not very often – not their official job, that is. But most people have a second job, so they want to leave the office on time to get there.
Interviewer: Why do people have two jobs?
Hai: It’s the only way to make enough money really.
Interviewer: What do people wear to work?
Hai: It’s not very formal. Maybe the boss will wear a suit but we just wear normal clothes – trousers and a top.
Interviewer: Women too?
Hai: Oh yes. I think it’s because most women come to work by motorbike so it’s just practical to wear trousers.
Interviewer: How many days holiday do you get a year?
Hai: Mmm. There’s lots of official holidays – and we get about two weeks at New Year – so I suppose all together we get about four weeks. But most people don’t like to take it all at once – they like to take one or two days here and there, you know, stay home or visit their families in the countryside.
Interviewer: When do people retire?
Hai: Women at 50 and men at 55 – but often people stay in their jobs longer if they want to – my boss is 60 and she’s still working.
Interviewer: When do people get paid?
Hai: At the end of the month.
Interviewer: Do people work for the same organisation all their lives?
Hai: Yes, especially if they have a government job. The pay is low but they look after you … you know, when you retire, and for medical things too.
Interviewer: And do people socialise with their co-workers?
Hai: Sorry?
Interviewer: Do you see the people you work with as friends, outside work?
Hai: Yes, quite a lot. I have good friends who I met in this office.
Interviewer: Do people ever use personal connections to get a good job for themselves or someone in their family?
Hai: Oh yes. It’s very common. I think it’s the best way to get a job. But we also have to pay money to get the job. That’s not so good.

Adapted from *People Like Us* by Simon Greenall, Macmillan Education Ltd. 2003
Reading for inference: ‘Just leave the keys in it, sir’

• Make straightforward inferences while reading, supported by evidence from the text.
• Infer how one event causes another.
• Make brief notes from reading.

Ordering pictures
Put the class into groups of four. Get them to create The parking attendant’s story with OHT 7.3, numbering the pictures 1 to 6, according to what they decide the sequence of events is. Put two to three groups together and have them re-tell their stories to each other.

Set the scene by introducing and eliciting the following places, phrases, concepts.

New York, up-town, out-of-town
The Hilton, valet-parking, a parking attendant
Michigan plates (in the USA, car license plates say which state a car is from)

Elicit the American English words for the following English words.
• A taxi? A cab
• Trousers? Pants
• The pavement? The sidewalk

Pre-teach
Pre-teach the vocabulary. Write this pre-question on the board:

What does Stan Murch get a tip for?

Comprehension questions
Hand out the text on worksheet 7.3a and give students three minutes to read it and answer the pre-question.

Answer key
Stealing the man’s car.

Orally check comprehension with the following questions.
• Which city did the story happen in? New York
• What was Stan Murch wearing? A jacket that looks like a uniform
• Where was he standing? In front of the Hilton / at the main entrance
• What car came in? A Chrysler Imperial
• Who was in the car? A man, his wife and their children / a family
• What did the car owner give Stan Murch? A tip / the car
• Did Stan Murch park the car in the Hilton garage? No
• Explain in your own words how Stan Murch stole the car

Reading between the lines

Give students worksheet 7.3b(i) and ask them to work in pairs. Ask them to write down the line number and the words, phrases and sentences they inferred the answers from. Check answers through monitoring the pairs. Only go over the problematic answers with the whole class.

Answer key

1 (lines 1–2) uniform-like blue jacket; stood on the sidewalk in front of the Hilton
   (lines 10–11) Murch was at the door … pulling it the rest of the way … ‘Just leave the keys in it, sir’
   (lines 11,15,18) ‘sir’
   (line 18) he saluted
2 (line 2) the loop
3 (lines 2–3) cab after cab … Doesn’t anyone drive their own car anymore?
4 (line 2) cab after cab
   (line 3–4) Then at last
5 (line 4) Michigan plates
   (line 4–5) came hesitantly up Sixth Avenue
   (general) they’re staying at a hotel; the man doesn’t realise Stan doesn’t work there
6 (line 6) a woman and several children
7 (line 8–9) with a cigar and a camel’s hair coat
   (general) he’s paying for all his family to stay at the Hilton and driving a Chrysler Imperial
8 (line 7–8) climbed heavily out
   (line 8) He was a big man
9 (lines 6–8) a woman and several children … He was a big man
10 (line 14) ‘Wait!’ (command, no polite words)
   (lines 16–17) ‘Here you go, boy’ … and pulled a folded dollar bill … and handed it across
11 (lines 11,15) sir
   (line 18) ‘Thank you, sir,’ Murch said. He saluted
12 (line 11) ‘Just leave the keys in it, sir.’
13 (line 14) ‘Wait!’ (the exclamation mark)
   (line 15) Murch looked at him. ‘Sir?’ (He might think the car owner has caught him)
14 (line 19) He was smiling
15 (line 22) Adapted from Bank Shot by Donald E. Westlake, 1972

Explain that they have been ‘reading between the lines’.

Reading beyond the lines

Have them answer the three ‘Why?’ questions on worksheet 7.3b(ii) on their own. Then put them into small groups and get them to discuss their opinions (in Arabic or English).

Answer key

1 A New Yorker would know Stan was a con-man; you can’t re-sell a taxi; it’s harder for the police to trace a stolen car from another state.
2 Perhaps he’s celebrating something? Showing off? Trying to look rich?
3 Perhaps because the car owner is too full of himself? It’s a clever trick? Con-men have often been the heroes of films and books (since Robin Hood). We like to see the rich
loose and the poor win. Check too if there are students who feel sorry for the car owner and his family and get them to explain why.

Explain that they have been ‘reading beyond the lines’.

Roleplay
Divide the class into two groups; those who will become Partner A and those who will become Partner B.

Teacher’s script

Partner A – you are Stan Murch. You have just been arrested for stealing the car. You want to tell the truth because you don’t want to go to prison for a long time.

Partner B – you work for the New York Police Department (NYPD). You have to interview Stan and fill in a police report about the car theft. Remember, your report must be very clear and have all the details so that it can be used in court.

Hand out worksheet 7.3c. Get the Stan Murch group to work together to anticipate and answer questions based on the criminal report form. Get the NYPD group to work together to formulate and write down the actual questions they will use. Give some examples to get them started:

_What were you wearing? What did you do first? What happened next?_

Pair off the two groups, one A with one B. Get pairs to roleplay the police interview and fill in the form.

Monitor and record written and spoken errors for the feedback session.

Deal with the most common errors, orally and/or on the board.

• In the story, does the writer tell us directly that Stan Murch is outside the Hilton because he’s planning to steal a car? No
• Where do we see the verb ‘steal’ for the first time? In the last line
• Does it say directly that the car owner is rich, fat, married, from out-of-town, stupid? No
• Does it say directly that Stan Murch is a thief? No
• How do we find these things out? With the clues in answers 1–15 above
• What’s the difference between the story you read and the police report you wrote? All the information is ‘between the lines’ in the story, all the information is clearly ‘on the line’ in the report.

Summary for students

Reports (like the police report) cannot have any inference in them; all the details and information must be very clearly ‘on the line’.

In stories and texts where the writer wants to tell us something indirectly, we have to read ‘between the lines’ – inferring ideas from clues the writer gives us.

In texts which make us think about issues and ideas, the writer is asking us to go beyond the story and think about our own lives and opinions, so we are reading ‘beyond the lines’ – adding our own experience to what we have read.
**Writing information texts:**

**Energy resources**

- Write a non-chronological information text of twelve controlled sentences about energy resources.
- Use simple and compound sentences, connectives and relative clauses accurately.
- Revise Grades 1–6 ‘nature and environment’ active vocabulary and extend to energy resources.

**Wordsquare**

Pre-teach the vocabulary.

Get students to prepare the wordsquare (OHT 7.4) in pairs first, locating as many of the key words as possible. Remind them that as well as across and down, some of the words run backwards or upwards, and some diagonally up or down. Put students into teams. Have them take it in turns to circle the target words in the wordsquare on the OHP (each team uses a different colour OHP washable pen). The team which has circled the most words is the winner.

**Set the scene**

Put students into small groups of three or four. Ask the following questions and put them on the board.

- **What are fossil fuels?** Coal, oil, gas
- **Where do they come from?** Animals and plants that died millions of years ago
- **What is renewable energy?** Energy from natural sources which don’t run out
- **Where does it come from?** The wind, the sun, the sea – tides and waves, heat from rocks deep inside the Earth
- **How is nuclear power produced?** Atoms are split and the heat they produce is used to make electricity.

Get students to answer the questions in Arabic first, then use the vocabulary they have just learned to answer and discuss in English. Help them with any vocabulary.

‘**Fossil’ in this case means from plants and animals which died millions of years ago; atoms are split or broken apart ...”

**Gap fill**

Hand out worksheet 7.4a and get students to name as many of the buildings and equipment as they can. Don’t provide the words for them. Put students in pairs. Have them match the compound nouns on worksheet 7.4b and then complete the gap-fill exercise. Finally, get them to see their completed gap-fill sentences as captions and have them match each sentence to a picture on worksheet 7.4a.

**Answer key**

*Oil rigs* extract 20% of the world’s oil from under the sea.
Gas, coal and oil burning power stations waste natural resources and pollute the environment.

In nuclear plants, atoms are split to give off heat and produce electricity. Hydroelectric dams produce electricity from running water. Wind turbines use the wind to produce electricity. Geothermal plants use energy from rocks below the ground. Solar panels store energy from the sun.

Other possible answers: power plants; nuclear power stations; hydroelectric plants

Tell the students that they are going to write a text about energy resources in three paragraphs. Use the following checking questions to establish the text type.

- Are we telling a story or giving information? Giving information
- The subject is ‘energy resources’ so do we use ‘I’ ‘he’ ‘she’ or ‘it’ and ‘they’? It, they
- What other subjects could we use? People, we
- Is the topic mainly in the past, present or future? The present
- What tense will we mainly use? Simple present
- Is it better to start with a general opening statement or a specific example about geothermal plants? A general opening statement

Guided writing questions and answers

Hand out worksheet 7.4c. Get students to discuss the answers for the Paragraph 1 questions. Working individually or in pairs, get students to write down their answers in complete, full sentences (no short answers). Monitor carefully to make sure they are writing a paragraph, not a series of answers to an exercise. When most of the class have got a first paragraph, stop them writing and build a shared first paragraph on the board.

Answer key
To be used as a teacher’s guide, not as the ‘right’ answer

<table>
<thead>
<tr>
<th>Paragraph 1 questions</th>
<th>Suggested written paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important are energy resources in modern life?</td>
<td>Energy resources are really important in modern life. Apart from our houses, we need energy to run our cars, hospitals, schools, and factories. All the energy resources we use come from the Earth in some way. There are three main sources of energy that we use: fossil fuels, nuclear power and renewable energy.</td>
</tr>
<tr>
<td>Apart from our houses, what else do we need energy to run?</td>
<td></td>
</tr>
<tr>
<td>Where do all the energy resources we use come from?</td>
<td></td>
</tr>
<tr>
<td>What are the three main sources of energy that we use?</td>
<td></td>
</tr>
</tbody>
</table>

Get students to repeat the process for Paragraph 2 and Paragraph 3: oral pair work discussion with short answers followed by individual writing with full answers. Monitor carefully, correct for accuracy, and wherever possible, get students to combine two answers into one sentence using and and subordinate clauses with which or that.

Answer key
To be used as a teacher’s guide, not as the ‘right’ answer
### Paragraph 2 questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Suggested written paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the three fossil fuels?</td>
<td>Fossil fuels are coal, oil and gas. They come from plants and animals that died millions of years ago. Nuclear power is produced by splitting atoms which give off heat and produce electricity. Renewable energy comes from the wind, running water, the sun, the sea and rocks deep inside the earth which produce heat.</td>
</tr>
<tr>
<td>Do they come from plants and animals?</td>
<td></td>
</tr>
<tr>
<td>Did the plants and animals die recently?</td>
<td></td>
</tr>
<tr>
<td>Is nuclear power produced by splitting atoms? What do the atoms do then?</td>
<td></td>
</tr>
<tr>
<td>Where does renewable energy come from? Can the sea be a source of renewable energy? What is the source of geo-thermal energy?</td>
<td></td>
</tr>
</tbody>
</table>

### Paragraph 3 questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Suggested written paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can fossil fuels be renewed? Do they waste our natural resources?</td>
<td>Fossil fuels cannot be renewed and they waste our natural resources. Coal burning power stations are dirty and cause a lot of pollution. Nuclear power stations can be dangerous and it is very difficult to get rid of nuclear waste. The advantage of using renewable energy is that it is safe, clean, cheap and it doesn’t run out.</td>
</tr>
<tr>
<td>Are coal-burning power stations dirty?</td>
<td></td>
</tr>
<tr>
<td>Do they cause pollution?</td>
<td></td>
</tr>
<tr>
<td>Can nuclear power stations be dangerous? Is it easy to get rid of nuclear waste?</td>
<td></td>
</tr>
<tr>
<td>What does renewable mean? What are the advantages of renewable energy?</td>
<td></td>
</tr>
</tbody>
</table>

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**Post-writing**

**Resources**

Worksheets 7.4a, 7.4b  
Computer with MS Word, electronic file / printout of energy resource images from Internet, colour printer, paper (if paper resources only, scissors and glue)

Get students to plan the illustration of their information text with the pictures from worksheet 7.4a. Have them cut out the pictures and arrange them on a clean page so that they follow the sense of the three paragraphs. Have students copy the gap-filled captions (worksheet 7.4b) onto strips of paper, and stick them to each picture, or just underneath. Get them to copy the final draft of their three paragraphs around the pictures. Alternatively, get students to prepare the final, illustrated and captioned draft electronically as a Word document and print it out in colour.

Get students to share and compare their versions.

**Feedback**

Deal with most common written errors on the board if necessary.

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**Summary for students**

Look again at your text on energy sources.

What’s the purpose of paragraph 1? (It’s a general introduction to the topic.)

What’s the purpose of paragraph 2? (It gives examples of energy sources – what they are, where they come from.)

What’s the purpose of paragraph 3? (It gives advantages and disadvantages, and the writer’s opinion.)

What’s the purpose of the pictures and the captions? (They make it look more interesting; they add a lot more information that goes with the main text without having to write a lot more paragraphs.)