UNIT 3 · LESSON 1 · TEACHER PLAN

Source detectives

What can a source tell us?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–28 · Handout pp1–6 + KEY · Audio: Zheng He (73 sec) · Mini-whiteboards

AIMS

Content Find out what different sources can and cannot tell us.
Language Understand and use key words about sources.
Skills Choose the most useful sources for a question.
UNIT LINK Builds towards: reading a source and saying what it cannot tell us (criterion 1). Next: shows or suggests?

KEY LANGUAGE

- source · evidence · feature · specific · primary source · secondary source
- This is a primary / secondary source because… · This source shows… · It suggests that…
- This is supported by Source __, which… · However, it cannot tell us…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and the giraffe mystery **AIM** Look closely. Ask questions. *Individual, pairs*	**10 min** 0–10	1 Slide 1: learners write what they SEE on whiteboards. 2 Slide 2: pairs say how people in their country know about the past. 3 Slides 3–4, handout p1: preview the journey; pairs add THINK and WONDER. 4 Slides 5–6: reveal the facts one by one. Read the lesson question.	• Slides 1–6 • Handout p1 • Whiteboards	• If learners guess, ask: "Can you see that, or do you think it?" **LANGUAGES** Slide 2: pairs who share a language think in it first, then answer in English.
2 Meet Zheng He: listen and label **AIM** Build the context. *Pairs, individual*	**10 min** 10–20	1 Slide 7: say "Zheng He" ("Jung Huh"); learners repeat. 2 Slide 8, handout p1: play twice (Who? When? / Where? Why?). Pairs compare. 3 Slides 9–10, handout p2: pairs label the map, then check. **ANSWERS** 1405–1433, seven journeys; show power, gifts, trade. Map: 1 China, 2 Bengal, 3 Sri Lanka, 4 Malindi.	• Slides 7–10 • Handout pp1–2 • Audio	**SUPPORT** Pause after each paragraph. **LANGUAGES** Notes can be in any language learners know well; they report in English.
3 Read: the treasure ships **AIM** Read for detail. *Individual, pairs*	**7 min** 20–27	1 Slide 11, handout p2: silent reading, 2 min. 2 Slides 12–13, handout p3: T or F; correct the false ones aloud. **ANSWERS** 1 T, 2 F, 3 T, 4 F, 5 T, 6 T, 7 F, 8 F.	• Slides 11–13 • Handout pp2–3	**SUPPORT** Read paragraph 1 aloud.
4 Key words and three questions **AIM** Primary, secondary and the three questions. *Whole class*	**5 min** 27–32	1 Slide 14, handout p3: teach *primary* / *secondary*. Quick finger test. 2 Slide 15: the three questions, with gestures. 3 Slide 16: drill the phrases. *Suggests* is more careful than *shows*.	• Slides 14–16 • Handout p3	• Some learners think a *primary* source is always better. Say that it is not always better. **LANGUAGES** Pairs say *source* and *evidence* in their languages.
5 Model and practise: Sources A–D **AIM** Ask the three questions. Make notes. *Whole class, pairs*	**12 min** 32–44	1 Slide 17, handout p5: model row A aloud. Learners copy it. 2 Slide 18: ask "Can anyone read this?" Volunteers try the inscription first. 3 Slides 19–20, handout pp4–5: pairs write rows B and D. 4 Slide 21, handout p5: compare and fix one thing. **ANSWERS** In the KEY.	• Slides 17–21 • Handout pp4–5	• Source A is a 1500s copy of the 1414 painting: treat it as primary. • Learners write notes in the grid, not full sentences. **STRETCH** Row C (the sea map).

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6 Missing evidence, then use the evidence **AIM** Answer a question with two sources and a limitation. *Whole class, pairs, individual*	**12 min** 44–56	1 Slides 22–23: "Malindi to Bengal: where is the evidence?" 2 Slide 24, handout p5: pairs choose two sources, then write 3 sentences. 3 Slide 25, handout p6: alone, Sources E and F. **ANSWERS** In the KEY.	• Slides 22–25 • Handout pp5–6	• If learners describe the sources but do not answer, ask: "How does that answer the question?" • Source E is primary: Ma Huan sailed with Zheng He. **SUPPORT** Give learners sentence 1. Short of time: set slide 25 for homework. **STRETCH** Add a second source: *This is supported by Source __, which...*
7 Is this a source? Exit slip **AIM** Check the key ideas. *Whole class*	**4 min** 56–60	1 Slide 26: "Is this a source about 1414?" (No: a modern illustration.) 2 Slide 27: exit slip on whiteboards. **ANSWERS** 1 C, 2 A, 3 D, 4 B.	• Slides 26–27 • Whiteboards	**CHECK** Q1 shows who mixes up primary and secondary; Q2, who can give a limitation. Recheck both in the Lesson 2 Do now.

AFTER THE LESSON Vocabulary book: add the six key words. Homework: slide 28 Frayer model; optional research task on slide 22.