UNIT 3 · LESSON 10 · TEACHER PLAN

The whole answer

How do I finish a “How far…?” answer?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes (about 1 minute spare)
RESOURCES Slides 1–19 · Handout pp1–3 + KEY · Learners’ Lesson 9 homework + phrase mat · Mini-whiteboards, highlighters, timer

AIMS

Content Finish a whole “How far…?” answer about Titanic, and learn the context for Lesson 11: Krakatoa, 1883.

Language Write a judgement with academic phrases: *Overall, … / The strongest evidence is … because …*

Skills Analyse a model answer, then write and check your own judgement.

UNIT LINK Builds towards: the Judgement (criterion 5), the whole four-part answer and the Krakatoa context. Last: Opening and evidence paragraphs. Next: the assessment.

KEY LANGUAGE

- judgement · conclusion · structure · analyse · eruption · explosion · tsunami
- Overall, the sources partly support the view that…
- The strongest evidence is… because… · However, … is less certain because…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Quote a source and explain it. *Individual*	**4 min** 0–4	1 Slide 1: learners write a short quote from Fleet, then *This suggests that… so…* on whiteboards. **ANSWERS** Fleet said that the lookouts had “only our own eyes”. This suggests that they had no binoculars, so…	• Slide 1 • Whiteboards	• If learners are stuck, ask: “What did the lookouts NOT have?”
2 Homework check **AIM** Check the first three parts. *Pairs*	**5 min** 4–9	1 Slide 2: the four steps. 2 Slide 3: partners point to each part of the homework answer and tick it. 2–3 learners read their Opening. Slide 4: tick step 1.	• Slides 2–4 • Lesson 9 homework	• If a learner has no homework, they write the Opening now with the phrase mat. Note who and follow up.
3 A full answer **AIM** Analyse a model answer and its Judgement. *Pairs, whole class*	**10 min** 9–19	1 Slide 5, handout pp1–2: learners read the model, then answer the three questions in pairs. 2 Slide 6, handout p2: read the top box. Learners underline each job in the Judgement and write its name in the margin. **ANSWERS** 1 Several sources support the view, but some challenge it. 2 A new focus; *In contrast*. 3 Source F: it is about the lifeboats.	• Slides 5–6 • Handout pp1–2	• The Judgement answers the question again. It does not add new evidence. **STRETCH** Ask: “Does the Olympic prove the rivets were strong enough?” (No: it never hit an iceberg.)
4 Write the Judgement **AIM** Finish the answer in timed conditions. *Individual*	**11 min** 19–30	1 Slide 7: 1 minute to reread the homework, then 8 minutes, timed. Learners write the Judgement in the box on the homework sheet (50–70 words). 2 Slide 8: tick step 2.	• Slides 7–8 • Homework sheet • Timer	• Watch for new evidence, a Judgement that does not match the Opening, and *proves*. **SUPPORT** Learners use the full frame on the slide. **STRETCH** Learners use only the job names and the phrase mat.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Peer check and fix **AIM** Check a whole answer and improve it. *Pairs*	**10 min** 30–40	1 Slide 9: partners read the whole answer and tick each question. They say one good thing and one thing to improve. 2 Slide 10: read each mistake and its fix. Writers fix at least one sentence. Slide 11: tick step 3.	• Slides 9–11 • Homework sheet	• If a paragraph starts with a topic ("Source D is about rivets."), model a claim: *In contrast, Source D challenges the view.* • Ask: "About 220–260 words?"
6 Krakatoa, 1883 **AIM** Learn the context for Lesson 11. *Whole class, pairs*	**14 min** 40–54	1 Slide 12: the map. Ask learners to find Java, Sumatra and Krakatoa. Say *krak-a-TOE-a*. 2 Slide 13: compare the photo and the drawing (both May 1883). 3 Slide 14, handout p3: pairs say and point to the volcano words. Drill *e-RUP-tion*, *ex-PLO-sion*, *tsu-NA-mi*. 4 Slide 15, handout p3: learners read alone, then answer the three questions with a partner. **ANSWERS** 1 Between Java and Sumatra; Indonesia. 2 About 4,800 km. 3 The tsunamis.	• Slides 12–15 • Handout p3	• Do not show the Lesson 11 sources or question. • Explain that the red-sky picture is a modern illustration, not a source from 1883. • If asked: about 36,000 people died, most of them in the tsunamis. **LANGUAGES** Ask: "How do you say it in your language? Has anyone been there?" (Malay and Indonesian: Krakatau)
7 Lesson 11: your assessment and the criteria **AIM** Know what to expect. *Whole class*	**5 min** 54–59	1 Slide 16: read the three cards and the time bar. Answer questions, but do not give the question or the sources. 2 Slide 17: read the Secure column together. Learners look at their Lesson 9 ratings and name their hardest row.	• Slides 16–17 • Handout p1 (Lesson 9)	• Explain that the same five rows are on the feedback slip after Lesson 11. **CHECK** Read the homework sheets before Lesson 11 if you can. Note who has no Judgement, or no *mostly / partly*.

AFTER THE LESSON Vocabulary book: add *structure*, *analyse*, *analysis*, *conclude*, *conclusion*, and the volcano words. Homework: slide 18 table or slide 19 Frayer model.