UNIT 3 · LESSON 2 · TEACHER PLAN

See it or think it?

Observation or inference?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–19 · Handout pp1–6 + KEY · Mini-whiteboards

AIMS

Content Find out what the Pompeii sources show and what they suggest.
Language Use *infer*, *indicate* and *interpretation* to talk about sources.
Skills Check an inference: "What is your evidence?"
UNIT LINK Builds towards: evidence and inference in every evidence paragraph (criteria 2–3). Last: what a source can tell us. Next: context.

KEY LANGUAGE

- observation · infer / inference · indicate · interpretation · evidence
- This source shows… · This suggests… because… · It does not prove…
- According to Source B, … · I infer that… This is supported by…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall Lesson 1 words. *Individual*	**5 min** 0–5	1 Slide 1: match the Lesson 1 words on whiteboards. Show on "three". 2 Slide 2: tick step 1. **ANSWERS** 1 C, 2 E, 3 A, 4 B, 5 D.	• Slides 1–2 • Whiteboards	• If learners mix up primary and secondary, ask: "Was the maker there?"
2 A city under ash **AIM** Build the context. *Individual, pairs*	**7 min** 5–12	1 Slide 3, handout p1: silent reading, 2 min. Pairs answer the questions. 2 Slide 4: talk through how a cast was made. Pairs retell the four steps (*First… Then…*). **ANSWERS** 1 Vesuvius erupted; ash, rock and hot gas covered the town. 2 Plaster into the holes in the ash. 3 An estimate.	• Slides 3–4 • Handout p1	• The casts are people who died. Say so simply; ask learners to look with respect. • If learners call a cast a statue, explain that the ash made the shape, not an artist.
3 Key words **AIM** Learn the lesson words. *Whole class*	**4 min** 12–16	1 Slide 5, handout p2: say each word; learners echo. Mark the stress (*IN-fer-ence*, *in-FER*). 2 Slide 6: tick step 2.	• Slides 5–6 • Handout p2	• If learners say "I *inference*", correct it: "I *infer*. I make an *inference*." **LANGUAGES** Learners fill the "In my language" column.
4 See it or think it? **AIM** Separate what we see from what we infer. *Whole class, pairs*	**11 min** 16–27	1 Slide 7, handout p3: model Source A aloud (*I can see → This suggests → Does it prove it?*). Learners copy. 2 Slide 8, handout p2: teach *shows*, *suggests* and *proves* with the scale. 3 Slide 9, handout p3: pairs put each idea on the scale with evidence. Slide 10: tick step 3. **ANSWERS** Slide 9: 1 certain, 2 probably, 3 no evidence, 4 no evidence.	• Slides 7–10 • Handout pp2–3	• If learners give an inference as a fact ("He was scared"), ask: "Can you see *scared*?" **LANGUAGES** Slide 8: pairs translate *shows*, *suggests* and *proves*. Is their word for *suggests* as careful?
5 Source B: Pliny's letter **AIM** Sort what a witness saw from what he thought. *Pairs*	**16 min** 27–43	1 Slide 11, handout p4: read the caption (who, where, when), then the letter aloud. 2 Slide 12, handout p5: pairs sort the eight quotes: saw, heard or felt / thought. 3 Slide 13, handout p5: match inferences to evidence; each writes one in full. 4 Slide 14: check and fix. **ANSWERS** Slide 12: saw 1, 3, 4, 5, 6; thought 2, 7, 8. Slide 13: 1 B, 2 D, 3 A, 4 C.	• Slides 11–14 • Handout pp4–5	• Pliny was there that day, so Source B is primary, but he was 30 km from Pompeii. • If the evidence only repeats the inference, ask: "Show me the words in the source." **SUPPORT** Do quote 1 together.

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6 New evidence, new interpretation **AIM** See how DNA changed an interpretation. *Pairs*	**4 min** 43–47	1 Slide 15: reveal the old interpretation, then the 2024 DNA result. Pairs answer the two questions. **ANSWERS** They treated an inference as a fact.	• Slide 15	• Say: "New evidence can change an interpretation."
7 On your own: Source C **AIM** Write two evidence → inference chains. *Individual*	**8 min** 47–55	1 Slide 16, handout p6: one minute looking, then write two chains. Help with words only. **ANSWERS** In the KEY.	• Slide 16 • Handout p6	• If an inference has no evidence, ask learners to point to the detail in the photo. **SUPPORT** Give the first chain: *I can see… This suggests…* **STRETCH** Add *It does not prove…* to one chain. **LANGUAGES** Learners can plan in any language they know well, then write in English.
8 Plenary **AIM** Check inferences with evidence. *Pairs, individual*	**5 min** 55–60	1 Slide 17: partner challenge (2 min), then the exit slip on whiteboards. **ANSWERS** Q2: 1 B, 2 C, 3 A.	• Slide 17 • Whiteboards	**CHECK** Q2 shows who can link evidence to an inference. The Lesson 3 Do now rechecks this.

AFTER THE LESSON Vocabulary book: add *observation*, *infer*, *inference*, *indicate*, *interpretation*. Homework: slide 18 table or slide 19 Frayer model. If a learner is upset by the casts, they can work on Source B.