UNIT 3 · LESSON 3 · TEACHER PLAN

What does it mean?

How context changes meaning

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–21 · Handout pp1–6 + KEY · Mini-whiteboards

AIMS

Content Use a timeline and background information to explain what a source may mean.

Language Use time words (*before*, *after*) and careful words (*may*, *might*) to explain a source's context.

Skills Change your interpretation when you learn the context.

UNIT LINK Builds towards: using a source's date and context to explain what it may mean (criteria 1, 3). Last: shows or suggests? Next: two accounts.

KEY LANGUAGE

- context · sequence · interpret / interpretation · chronology · BCE / CE
- before / after / then · It may suggest… · The context matters because…
- At first, it seems to… However, in this context, …

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall see it or think it. *Individual*	**3 min** 0–3	1 Slide 1: learners write two sentences about the Lesson 2 cast on whiteboards.	• Slide 1 • Whiteboards	• If learners write an inference as a fact, ask: "Can you see that, or do you think it?"
2 A mystery object **AIM** Make a first interpretation. Learn the key words. *Pairs, whole class*	**10 min** 3–13	1 Slides 2–3: show the photo with no information. Pairs talk; each writes interpretation 1 on a whiteboard and keeps it. 2 Slide 4, handout p1: say each word; learners echo (*CON-text*, *in-TER-pret*). 3 Slide 5: learners predict Who? When? Where? Why? Do not confirm.	• Slides 2–5 • Handout p1 • Whiteboards	• Do not tell learners what the object is yet. **LANGUAGES** Learners fill the "In my language" column. Anyone who knows the object's name (e.g. 兵马俑) keeps it secret until slide 6.
3 New context, new interpretation **AIM** See how context changes meaning. *Whole class*	**7 min** 13–20	1 Slide 6: reveal the four answers. Learners compare with interpretation 1. 2 Slide 7, handout p1: model the three boxes aloud. Learners copy. 3 Slide 8: tick step 2.	• Slides 6–8 • Handout p1	• If learners say "It was an army for the emperor" as a fact, ask: "How certain are we?" Model *may*. • If asked: farmers found the first pieces in 1974 while digging a well near Xi'an.
4 The story and the timeline **AIM** Put events in order. Count BCE dates. *Individual, pairs*	**14 min** 20–34	1 Slide 9, handout p2: silent reading, then pairs answer. Underline every date. 2 Slide 10: draw the timeline on the board; pairs answer on whiteboards. 3 Slide 11, handout p3: pairs order the cards and say sentences with *before*, *after*, *then*. 4 Slide 12, handout p3: check the order, then answer the three questions. **ANSWERS** Slide 10: 1 221 BCE, 2 210 BCE, 3 about 2,200 years. Slide 11: E, C, A, F, B, D. Slide 12: about 116 years; no, he was born later.	• Slides 9–12 • Handout pp2–3 • Whiteboards	• Learners may think 221 BCE is later than 210 BCE because the number is bigger. Explain that BCE years count down towards year 1, so 221 BCE came first. **SUPPORT** Say Qin ("chin") and Sima Qian ("Suh-mah Chyen").
5 Other calendars **AIM** Convert a date. *Pairs*	**3 min** 34–37	1 Slide 13: model the Thai calendar (CE + 543). Pairs who share a calendar write 1974 in it. 2 Slide 14: tick step 3. **ANSWERS** Thai: 2517 BE.	• Slides 13–14 • Whiteboards	**LANGUAGES** Learners who use another calendar (e.g. Thai) explain how it works.

Stage	Time	Procedure	Resources	Watch for and adapt
6 Source B: Sima Qian **AIM** Read a later source. Notice what it does not say. *Pairs, whole class*	**9 min** 37–46	1 Slide 15, handout p4: context questions first, then read the source aloud. Pairs answer. 2 Slide 16, handout p5: model idea 1. Pairs do ideas 2 and 3 with a reason. Last question as a class. **ANSWERS** Slide 15: 2 clay soldiers; 3 secondary. Slide 16: 1 against, 2 some for, 3 neither. Last question: no; silence is not evidence.	• Slides 15–16 • Handout pp4–5	• If learners say Sima Qian lied, ask: "Did he write something wrong, or did he just not mention the soldiers?" **LANGUAGES** Ask: "Can anyone read the original?" (九月， 葬始皇酈山)
7 Plan and write **AIM** Explain how context changes what a source may mean. *Pairs, then individual*	**11 min** 46–57	1 Slide 17, handout p6: read row A together. Pairs complete row B. 2 Slide 18, handout p6: alone, choose A or B and write four sentences. Help with words, not ideas. **ANSWERS** In the KEY.	• Slides 17–18 • Handout p6	• If learners only retell the source, ask: "So what does this tell us about its meaning?" **SUPPORT** Give sentence 1: *At first, it seems to…* *However, in this context, …* **STRETCH** Use *interpret* and *interpretation*.
8 Exit slip **AIM** Check context and chronology. *Individual*	**3 min** 57–60	1 Slide 19: learners answer on whiteboards. **ANSWERS** Q2: 221 BCE, about 94 BCE, 1974 CE.	• Slide 19 • Whiteboards	**CHECK** Q2 shows who can order BCE and CE dates. Reteach with a number line; Lesson 11 needs source dates read carefully.

AFTER THE LESSON Vocabulary book: add *context*, *sequence*, *interpret*, *interpretation*, *chronology*. Homework: slide 20 table or slide 21 Frayer model. Short of time: keep slide 13 to two examples, or set slide 18 for homework.