UNIT 3 · LESSON 4 · TEACHER PLAN

Two accounts

Why do accounts differ?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–27 · Handout pp1–8 + KEY · Audio: Hamel (66 sec) · Mini-whiteboards · Space for a line (slide 12)

AIMS

Content Compare two accounts of a shipwreck: where they agree, where they differ, and what each one leaves out.

Language Use *both*, *however*, *whereas* and *in contrast* to compare two accounts.

Skills Listen for the main message first. Then take short notes.

UNIT LINK Builds towards: comparing two sources in Evidence paragraph 2 (criterion 4). Last: context. Next: purpose and audience.

KEY LANGUAGE

- account · compare / comparison · contrast · perspective · emphasise · leave out
- Both accounts say… · However, … · …, whereas … · In contrast, …
- Hamel probably emphasises… because… · This difference matters because…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall Lessons 1–3 words. *Individual*	**3 min** 0–3	1 Slide 1: match the six words on whiteboards. Show on "three". Slide 2: aims. **ANSWERS** 1 B, 2 F, 3 D, 4 E, 5 C, 6 A.	• Slides 1–2 • Whiteboards	
2 Shipwreck: where, when, who? **AIM** Build the context. *Pairs, whole class*	**7 min** 3–10	1 Slide 3, handout p1: pairs find Jeju; trace the route and the storm. 2 Slides 4–5: read the timeline and the three cards. 3 Slide 6: learners predict with *might* on whiteboards. Do not confirm. Slide 7: tick step 1.	• Slides 3–7 • Handout p1 • Whiteboards	• Keep the reason neutral: after earlier wars, Joseon did not let foreigners leave. **LANGUAGES** Ask: "Has anyone visited Jeju or learned about it? What do you know?"
3 Key words **AIM** Learn the lesson words. *Whole class*	**2 min** 10–12	1 Slide 8, handout p1: say each word; learners echo (*ac-COUNT*, *per-SPEC-tive*).	• Slide 8 • Handout p1	• Check the difference: *compare* looks at what is the same and different; *contrast* looks only at what is different.
4 Account A: listen to Hamel **AIM** Listen for the main message, then take notes. *Individual, pairs*	**8 min** 12–20	1 Slide 9, handout p2: listen 1, no writing. Listen 2, key words and numbers. Pairs compare. 2 Slide 10, handout p3: read the transcript; underline what they missed. **ANSWERS** 64 men, 36 alive, about 2,000 soldiers; chain and bell; afraid; the governor was kind.	• Slides 9–10 • Handout pp2–3 • Audio	• Do not show the transcript before the second listening. • If asked: Hamel escaped in 1666, and his account was printed in 1668. **LANGUAGES** Notes can be in any language or a mix; numbers in figures.
5 Account B: the governor's report **AIM** Read a second account. *Pairs, whole class*	**6 min** 20–26	1 Slide 11, handout p4: context questions first, then read aloud. Pairs answer. 2 Slide 12: learners stand on a line: which account feels more believable? Ask 3–4 "Why?" **ANSWERS** 38 alive; deer skins and medicines; through someone who knew Japanese.	• Slides 11–12 • Handout p4	• If learners say Hamel is lying, ask: "Is he lying, or does he see it from a different perspective?"

Stage	Time	Procedure	Resources	Watch for and adapt
6 Compare, don't describe **AIM** Sort where the accounts agree and differ. *Whole class, pairs*	**9 min** 26–35	1 Slide 13, handout p5: model *Both… However…* aloud. Pairs explain the different numbers. 2 Slide 14: tick step 2. 3 Slide 15, handout p5: pairs sort the nine sentences. Ask "Where does it say that?" 4 Slide 16: check. Two learners say a *Both* and a *However* sentence. **ANSWERS** Agree 1, 2, 3. Differ 4. Only A 7, 8, 9. Only B 5, 6.	• Slides 13–16 • Handout p5	• Point out that most cards are only A or only B: each writer chooses what to include.
7 One difference, three ways **AIM** Use the connectors with correct punctuation. *Whole class, groups of three*	**5 min** 35–40	1 Slide 17, handout p6: reveal one row at a time; learners repeat. 2 Slide 18, handout p6: each learner writes one way, then the group checks. Then Fix it. **ANSWERS** Fix it: (a) needs a first idea; (b) needs a full stop and a comma.	• Slides 17–18 • Handout p6	• *However* and *In contrast* start a new sentence with a comma after. *Whereas* joins two ideas in one sentence.
8 Emphasis and perspective **AIM** Explain why the accounts differ. *Pairs*	**7 min** 40–47	1 Slide 19, handout p7: pairs complete both cards with the ideas bank. 2 Slide 20, handout p7: reveal the WHY. Pairs finish the *because* sentences. 3 Slide 21: tick step 3. **ANSWERS** Hamel: feelings, the chain, the kind governor. Report: numbers, looks, cargo.	• Slides 19–21 • Handout p7	• Perspective does not mean one account is lying. **LANGUAGES** Ask: "Do you speak differently to a king, a teacher or a friend in your language?"
9 Talk, then write **AIM** Compare the accounts in four sentences. *Groups of three, then individual*	**9 min** 47–56	1 Slide 22: groups build on each other (say, link, extend). Model with a confident learner first. 2 Slide 23, handout p8: alone, four sentences. Help with words, not ideas. **ANSWERS** In the KEY.	• Slides 22–23 • Handout p8	• If learners describe each account separately, ask them to join the two ideas with *whereas*. **SUPPORT** Give sentence 1: *Both accounts say…* **STRETCH** Add *This difference matters because…*
10 Exit and one more account **AIM** Check comparing in one sentence. *Individual, pairs*	**4 min** 56–60	1 Slide 24: exit on whiteboards. 2 Slide 25: reveal the AI illustration. Pairs answer the three questions. **ANSWERS** Q2: 1 C, 2 A, 3 B. Slide 25: closer to Hamel; the chain and bell are missing.	• Slides 24–25 • Whiteboards	• Point out that a picture is an interpretation too: it can go beyond the evidence. **CHECK** The exit shows who can compare in one sentence. Note who writes two separate ideas; give them the *Both… However…* frame in Lesson 7.

AFTER THE LESSON Vocabulary book: add *account*, *compare*, *contrast*, *perspective*, *emphasise*. Homework: slide 26 table or slide 27 Frayer model. Short of time: cut slide 12 and slide 25, or set slide 23 for homework.