UNIT 3 · LESSON 6 · TEACHER PLAN

The ship in the sand

How does a historian reason from evidence?

CLASS Year 7 Academic English · A2 → B1
TIME 45 minutes (finish Lesson 5 first)
RESOURCES Slides 1–19 · Handout pp1–3 + KEY · Audio: Sutton Hoo (2 min 22 sec) · Mini-whiteboards

AIMS

Content Identify the evidence, reasoning and uncertainty in a historian's explanation of Sutton Hoo.
Language Report a historian's reasoning: *The historian says… because…*
Skills Take key-word notes while you listen.
UNIT LINK Builds towards: a claim, its evidence and careful words in an evidence paragraph (criteria 2–3). Last: usefulness. Next: maps and photos.

KEY LANGUAGE

- reason · support · conclude / conclusion · evidence
- The historian says… because… · The evidence that supports this is…
- may / might / could + have + past participle (*may have disappeared*)

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall Lessons 1–5 words. *Individual*	**5 min** 0–5	1 Slide 1: match the six words on whiteboards. Show on "three". 2 Slide 2: aims. Say: "Listen for what the historian is NOT sure about." **ANSWERS** 1 C, 2 F, 3 A, 4 E, 5 B, 6 D.	• Slides 1–2 • Whiteboards	
2 Sutton Hoo **AIM** Build the context. *Pairs, whole class*	**6 min** 5–11	1 Slide 3: pairs predict who wore the helmet. Do not confirm. 2 Slide 4: map and cards: who owned the land, who dug, the robbers. 3 Slide 5: read the cards; teach *grave* and *rivet* with the picture.	• Slides 3–5	• If asked: no body was found, probably because the acid soil dissolved it. **LANGUAGES** Pairs predict in any shared language, then use the English frame.
3 Key words and model notes **AIM** Learn the words. See notes in four headings. *Whole class*	**6 min** 11–17	1 Slide 6, handout p1: say each word; learners echo (*con-CLU-sion*). 2 Slide 7: tick step 1. 3 Slide 8: read the clay soldiers explanation aloud; reveal the notes row by row.	• Slides 6–8 • Handout p1	• If learners say "the reason is because", model *The reason is that…* • Notes are key words only: no "the" and no full sentences.
4 Listen and take notes **AIM** Listen for the answer, then for detail. *Individual, pairs*	**13 min** 17–30	1 Slide 9, handout p1: learners write 3 words they expect. Play once; they circle the answer. 2 Slide 10, handout p2: play again, pausing after each paragraph. Notes under the four headings. 3 Slide 11: pairs compare in English and add one idea from their partner. **ANSWERS** A king, probably Rædwald (*RAD-wald*). Evidence: ship 27 m, gold, silver dish, coins about 625. Uncertain: no body, no name.	• Slides 9–11 • Handout pp1–2 • Audio	• If learners mix up evidence and reason, explain: evidence is what they found; the reason is why it matters. **SUPPORT** Pause after each paragraph. Give the first note under each heading. **STRETCH** Note one thing the historian is not sure about, and why. **LANGUAGES** Notes can be in any language; pairs compare in English.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Careful words **AIM** Use *may / might / could have* + past participle. *Individual, whole class*	**7 min** 30–37	1 Slide 12: tick steps 2–3. 2 Slide 13, handout p2: learners underline the careful words, then teach the form box. 3 Slide 14, handout p3: learners rewrite the sentences. Check one at a time. **ANSWERS** 1 *may have disappeared*, 2 *could have come*, 3 *might have taken*, 4 no change (we can measure the ship).	• Slides 12–14 • Handout pp2–3	• If learners write "*may have came*", point to the past participle in the form box (*come*). • If learners write "*might has*", remind them that *have* never changes after a modal.
6 Report the reasoning **AIM** Say three sentences about the historian's view. *Whole class, pairs*	**5 min** 37–42	1 Slide 15: link each note to its sentence. Learners say the model with you. 2 Slide 16: pairs take turns: A says three sentences, B checks against the notes. Swap.	• Slides 15–16	• Start with the conclusion, even though the historian said it last. • Check that learners give the evidence and the reason.
7 Imagine: two robbers **AIM** Use careful words in a role play. *Pairs*	**3 min** 42–45	1 Slide 17, handout p3 (optional): read the bubbles with a learner. Pairs continue, then two pairs perform. Speak or write. **ANSWERS** e.g. "This horn *may have been* for drinking at a feast."	• Slide 17 • Handout p3	**CHECK** In the pair talk and role play, note who gives a conclusion with no evidence or reason. Lesson 9 builds on this. **LANGUAGES** Pairs who share a language plan the talk in it first, then perform in English.

AFTER THE LESSON TIMING: about 45 minutes, so the end of Lesson 5 (slides 21–27) can start the period. Short of time: slide 11 as a class; slide 17 orally only. Vocabulary book: add *reason*, *support*, *conclude*, *conclusion*. Homework: slide 18 table or slide 19 Frayer model.