UNIT 3 · LESSON 7 · TEACHER PLAN

The city in the forest

What can maps tell us about the past?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–24 · Handout pp1–5 + KEY · Mini-whiteboards · One phone or tablet per pair (slide 21), or printed articles

AIMS

Content Compare Angkor in the past and today, and find what the sources do not show.

Language Compare sources: *Both… while / whereas… This suggests…, but the sources do not show…*

Skills Connect a visual to a written description.

UNIT LINK Builds towards: comparing two sources and saying what they do not show (Evidence paragraph 2, criteria 1, 4). Last: a historian's reasoning. Next: how far do sources support a view?

KEY LANGUAGE

- feature · compare · contrast · interpretation · key
- Both maps show… · The 1866 map shows…, while today's map shows…
- This suggests that…, but the maps do not show… · The photo supports Zhou's description of…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall Lessons 1–6 words. *Individual*	**5 min** 0–5	1 Slide 1: match the six words on whiteboards. Show on "three". Slide 2: aims. **ANSWERS** 1 C, 2 E, 3 A, 4 F, 5 B, 6 D.	• Slides 1–2 • Whiteboards	
2 What was Angkor? **AIM** Build the context. *Pairs, whole class*	**7 min** 5–12	1 Slide 3: see, think, wonder. Pairs say one sentence each. 2 Slide 4: the three cards. Do not explain where the people went. 3 Slide 5: pairs say the sequence (B, C, A). 4 Slide 6: say each word; learners echo. Slide 7: tick step 1.	• Slides 3–7	• Ask: "Is the 1866 map a primary source about 1296?" (No: it is a primary source about 1866.) **LANGUAGES** Ask: "Has anyone visited Angkor or learned about it?" Keep it to the past; avoid modern border disputes.
3 Source B: the 1866 map **AIM** Read a map. Compare it with today. *Pairs*	**9 min** 12–21	1 Slide 8: read the cards. 2 Slide 9, handout p1: read the French words; pairs point to the five things. 3 Slide 10, handout pp1–2: pairs find two things per column, then circle the two details that matter most. **ANSWERS** ?? = not checked. Changed: Siem Reap is a big town. Similar: Angkor Thom, Angkor Wat. Can't tell: the village; why the town grew.	• Slides 8–10 • Handout pp1–2	• If learners say the town grew because of tourists, ask: "Is that in the sources?" **LANGUAGES** Learners who know some French help read the map words.
4 Model and write paragraph 1 **AIM** Compare two maps in writing. *Whole class, individual*	**10 min** 21–31	1 Slide 11: model the frame with roads. Learners say it with you. 2 Slide 12, handout p2: learners write with their circled details (not roads). Last minute: partner check. 3 Slide 13: tick step 2. **ANSWERS** In the KEY.	• Slides 11–13 • Handout p2	• Remind learners that a change on the map does not tell us why it happened. • If learners write "the maps does not show", point out that *maps* is plural: *do not show*. **STRETCH** Add a second difference with *whereas*.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Source A: Zhou Daguan and the photos **AIM** Check a description against photos. *Whole class, pairs*	**10 min** 31–41	1 Slide 14, handout p3: read Source A aloud. Learners underline four features. 2 Slide 15, handout pp3–4: pairs match each detail to a photo and write Yes, No or Can't tell. 3 Slide 16: pairs choose the best reason for the gold tower and the houses. **ANSWERS** Wall B Yes; moat A Yes; gods C Yes; nine heads D No; gold tower No; houses Can't tell.	• Slides 14–16 • Handout pp3–4	• Tell learners that *Can't tell* is a careful answer, not a wrong one. • If asked: Zhou Daguan visited Angkor in 1296–97 with a Chinese mission.
6 Model and write paragraph 2 **AIM** Compare words and photos in writing. *Whole class, individual*	**7 min** 41–48	1 Slide 17: read the model sentences; learners say them with you. 2 Slide 18, handout p5: learners write three sentences with the frame. Slide 19: tick step 3. **ANSWERS** In the KEY.	• Slides 17–19 • Handout p5	• If learners write "supports that…", model *supports Zhou's description of…* **SUPPORT** Give sentence 1: *The photo supports Zhou's description of…* **STRETCH** Add *…, but the sources do not show…*
7 New evidence: under the forest **AIM** Find out what lasers showed in 2012. *Whole class, pairs*	**9 min** 48–57	1 Slide 20, handout p5: play the videos. Learners note two things the lasers found. 2 Slide 21, handout p5: each pair reads one article and notes five findings, then shares. **ANSWERS** A bigger, crowded city; streets, ponds and house mounds; hidden cities; water systems.	• Slides 20–21 • Handout p5 • Devices or printed articles	• Video 2 is AI-made, so treat it as an illustration, not a source. • Check the links before the lesson.
8 Do we ever really know a place? **AIM** Reflect on what sources leave out. *Pairs, whole class*	**3 min** 57–60	1 Slide 22: pairs talk for 1 minute; take 3–4 answers.	• Slide 22	• There is no single right answer. Every source leaves something out. **CHECK** Look at paragraph 2 on handout p5: note who uses *supports* without evidence. Lesson 8 adds *partly supports* and *challenges*.

AFTER THE LESSON Vocabulary book: add *feature*, *compare*, *contrast*, *interpretation*. Homework: slide 23 table or slide 24 Frayer model. Short of time: say the sequence (slide 5); paragraph 2 can be two sentences; move the research report-back to Lesson 8.