UNIT 3 · LESSON 8 · TEACHER PLAN

Too fast for the ice?

Corroborate or contradict?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–26 · Handout pp1–6 + KEY · Mini-whiteboards, highlighters · Source cards A–E for the board

AIMS

Content Decide how far five sources support one view about why Titanic sank.
Language Compare sources: *supports / partly supports / challenges*, *both*, *however*, *agrees with (corroborates) / disagrees with (contradicts)*.
Skills Select relevant evidence and explain what it shows.
UNIT LINK Builds towards: the "How far…?" question: supports / partly supports / challenges and a first judgement (criteria 2–5). Last: maps and photos. Next: evidence paragraphs.

KEY LANGUAGE

- corroborate · contradict · relevant · view · supports / partly supports / challenges
- Source ___ supports the view because… This shows that…
- Source ___ and Source ___ both suggest that… · However, Source ___ contradicts Source ___ because…

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and two key words **AIM** Practise supports / partly / challenges. Learn *corroborate* and *contradict*. *Individual, pairs*	**9 min** 0–9	1 Slide 2: learners read the view and clues; write S, P or C on whiteboards. 2 Slide 3: teach the two words with the football clues. Pairs discuss the questions. 3 Slide 4: aims. **ANSWERS** 1 S, 2 S, 3 C, 4 P. Slide 3: newspaper + weather report corroborate (partly); photo + groundsman contradict.	• Slides 1–4 • Whiteboards	• Accept different answers if learners give a reason. **LANGUAGES** Pairs say both words in their languages: one word, or a phrase?
2 Titanic: what happened? **AIM** Build the context and meet the view. *Pairs, whole class*	**10 min** 9–19	1 Slide 5: pairs talk; write their questions on the board for the end. 2 Slides 6–7: route, then the night. Leave "Was there time to stop?" open. 3 Slide 8: read the view. *Mainly* = the most important reason. Slide 9: tick step 1.	• Slides 5–9	• Do not correct learners' facts yet. • A source can support one part of the view and challenge another. • If asked: Titanic was going at about 22 knots (about 40 km/h) when the iceberg was seen.
3 Teacher model: Source A **AIM** Test a source in four steps. *Whole class*	**9 min** 19–28	1 Slide 10: the four steps and three decisions. 2 Slide 11, handout p1: read Source A aloud; learners underline the relevant words. 3 Slide 12, handout p1: think aloud; learners say the step 4 sentence with you. Slide 13: tick step 2. **ANSWERS** Supports (partly supports is fine with a reason: the look-out).	• Slides 10–13 • Handout p1	• Check that learners understand *knots*, *excessive* and *sufficient*.
4 Jigsaw: your group's source **AIM** Become the expert on one source. *Groups*	**6 min** 28–34	1 Slide 14, handout pp2–4: each group reads one source (B–E), uses the four steps on p4 and prepares one sentence to defend its decision.	• Slide 14 • Handout pp2–4	**SUPPORT** E is the easiest; D is the longest. Early finishers: a second source. **LANGUAGES** Groups who share a language agree the decision in it, then report in English.

Stage	Time	Procedure	Resources	Watch for and adapt
5 The evidence board **AIM** Place and defend each source. *Groups, whole class*	**9 min** 34–43	1 Slides 15–18: each group explains its source with its slide on screen. 2 Slide 19: groups place their cards; others ask questions with the frames. Slide 20: tick step 3. **ANSWERS** A supports, B challenges, C partly / challenges, D challenges / partly, E partly supports.	• Slides 15–20 • Source cards	• For Sources C and D, accept either decision if learners give a reason. • Source E shows the ice was dangerous, but not how fast Titanic was going.
6 Compare and write **AIM** Say where sources corroborate or contradict. *Pairs, individual*	**10 min** 43–53	1 Slide 21, handout p5: pairs complete rows B–E in key words. 2 Slide 22, handout p6: learners write four sentences with the frame. **ANSWERS** B disagrees with A; C agrees (look-out); D disagrees (another reason); E agrees (ice). Paragraph in the KEY.	• Slides 21–22 • Handout pp5–6	• If learners write "contradicts with", model *Source B contradicts Source A* (no *with*). **SUPPORT** Give sentence 1: *Source A and Source C both suggest that…* **STRETCH** Add *…, but the sources do not show…*
7 At this point: how far? **AIM** Make a first judgement. *Individual, whole class*	**7 min** 53–60	1 Slide 23: 1 minute thinking, 1 minute writing on whiteboards. 2 Slide 24: vote (mostly or partly?); 2–3 learners read; look back at the questions from slide 5.	• Slides 23–24 • Whiteboards	• Explain that *At this point* means our judgement now; it can change with new evidence. **CHECK** The whiteboards show who uses *mostly* or *partly* with a reason. Lesson 9 turns this into a paragraph.

AFTER THE LESSON Vocabulary book: add *corroborate*, *contradict*, *relevant*, *view*. Homework: slide 25 table or slide 26 Frayer model. Short of time: tell the night (slide 7); the close can be the vote only. Next lesson: today's judgement becomes a written answer.