UNIT 3 · LESSON 9 · TEACHER PLAN

From evidence to claim

How do I turn evidence into a paragraph?

CLASS Year 7 Academic English · A2 → B1
TIME 60 minutes
RESOURCES Slides 1–22 · Handout pp1–5 + KEY · Homework sheet + phrase mat · Mini-whiteboards, highlighters

AIMS

Content Turn evidence from one Titanic source into a clear, careful paragraph.
Language Link a claim, evidence and inference with reference words: *It shows that… / This evidence suggests… / This means…*
Skills Choose relevant evidence and explain what it suggests.
UNIT LINK Builds towards: the Opening and Evidence paragraphs 1–2 (criteria 1–3). Last: a first judgement. Next: the Judgement and Krakatoa.

KEY LANGUAGE

- claim · evidence · inference · relevant · quote
- Source ___ partly supports the view. It shows that… This suggests that… because…
- However, the evidence does not prove… · may suggest → suggests → shows → proves

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now **AIM** Recall key words. *Individual*	**3 min** 0–3	1 Slide 1: match the five words on whiteboards. Show on "three". **ANSWERS** 1 C, 2 A, 3 E, 4 B, 5 D.	• Slide 1 • Whiteboards	
2 Meet the assessment **AIM** Know what happens in Lesson 11. *Pairs, individual*	**8 min** 3–11	1 Slides 2–3: the three cards and the time bar. Take 2–3 questions. 2 Slide 4, handout p1: read each "I can…" row. Learners rate themselves 1–3. Slide 5: tick step 1.	• Slides 2–5 • Handout p1	• Explain that *How far…?* means the same as *To what extent…?* • Do not name the assessment topic yet. • Do not collect or grade the ratings.
3 Is it relevant? **AIM** Decide if a source helps answer the question. *Individual, whole class*	**6 min** 11–17	1 Slide 6, handout p2: read Source F. Learners show S, P, C or ? on whiteboards. Do not give the answer. 2 Slide 7, handout p2: reveal; learners say the sentence with you. Slide 8: tick step 2. **ANSWERS** Not relevant: true, but it answers a different question.	• Slides 6–8 • Handout p2 • Whiteboards	• Not relevant does not mean not useful: Source F is useful for a different question.
4 The Opening and the four jobs **AIM** Learn how an answer starts and what a paragraph does. *Whole class, pairs*	**6 min** 17–23	1 Slide 9: read the Opening model and "Not like this". Pairs say an Opening with the frame. 2 Slide 10: read the four jobs; learners say the starters with you.	• Slides 9–10	• The Opening answers the question at once and talks about the sources. • *It shows* introduces the evidence. *This suggests* introduces your inference.
5 A strong paragraph **AIM** Find each sentence's job. Quote a source. *Pairs, whole class*	**11 min** 23–34	1 Slide 11, handout p3: read Source E and the paragraph. Pairs decide each sentence's job. 2 Slide 12, handout p3: reveal. Point to the reference words (*It*, *This evidence*). 3 Slide 13, handout p2: compare the source and the quote; read the four rules. 4 Slide 14: the scale: *may suggest → suggests → shows → proves*. **ANSWERS** 1 claim, 2 evidence, 3 inference, 4 be careful.	• Slides 11–14 • Handout pp2–3	• Check that every *This suggests* sentence comes after a piece of evidence. • Check quotes: short, exact words, and both quotation marks. **LANGUAGES** Learners compare quotation marks in their languages (e.g. Japanese 「」).

Stage	Time	Procedure	Resources	Watch for and adapt
6 Fix a weak paragraph **AIM** Find and fix three problems. *Pairs, whole class*	**9 min** 34–43	1 Slide 15, handout p4: read the weak paragraph about Source B. Pairs find three problems. 2 Slide 16: reveal one row at a time. 3 Slide 17, handout p4: build the paragraph with the class on the board. Slide 18: tick step 3. **ANSWERS** Too strong (sentence 1), not relevant (2, 4), no explanation (3). Model in the KEY.	• Slides 15–18 • Handout p4	
7 Write: Source G **AIM** Write one evidence paragraph. *Pairs, then individual*	**13 min** 43–56	1 Slide 19, handout p5: read Source G. Pairs: A says what it shows, B what it suggests. Then decide. 2 Slide 20, handout p5: learners write 50–80 words. **ANSWERS** Challenges or partly supports, with a reason. Ask: "Why might Ismay say this?"	• Slides 19–20 • Handout p5	• Watch for *proves*, and for quotes with no explanation after them. • If asked: Ismay was the head of the company that owned Titanic; he survived. **SUPPORT** Learners use the frame on the slide. **STRETCH** Cover the frame. Add: *This corroborates / contradicts Source ___, which says...*
8 Check, swap and homework **AIM** Check the paragraph. Set the homework. *Individual, pairs*	**4 min** 56–60	1 Slide 21, handout p5: 1 minute self-check, then swap: one thing to improve. Learners look again at their ratings on p1. 2 Slide 22: hand out the homework sheet and phrase mat.	• Slides 21–22 • Handout pp1, 5 • Homework sheet	• Learners must bring the homework to Lesson 10. **CHECK** The swap shows who quotes with no explanation. The Lesson 10 Do now practises quote + explain.

AFTER THE LESSON Homework (essential for Lesson 10): Opening + two evidence paragraphs on the Titanic sources, 150–200 words, on the homework sheet. The Judgement box stays empty. Short of time: slide 14 = scale only; slide 17 can be oral.