



Bell Language Centre



Teacher:	Ed Rush	Date:	08-02-2026
CEFR Level:	B1+	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills - Reading)	Assessment:	N/A
Main Focus:	Reading	Materials:	08-02-2026-B1-The-Juniper-Tree.typ

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of reading for gist and detailed comprehension in the context of a dark Brothers Grimm fairy tale about retribution and rebirth.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

This lesson provides differentiated support through:

- *Visual Scaffolding: Using “Grimm vs Disney” imagery to establish the dark tone before reading.*
- *Vocabulary Pre-teaching: Isolating 5 key “blocking words” (fortune, seized, retribution, millstone, enchanted) to reduce cognitive load during reading.*
- *Task Grading: Moving from a simple binary gist task (happy/sad) to more complex sequencing and matching tasks.*
- *Peer Support: Utilizing Think-Pair-Share and ORE (Opinion-Reason-Example) frameworks to structure speaking output for weaker learners.*



CLICK LINK FOR SLIDESHOW

<https://elwrrush.github.io/actions-gh-pages/08-02-2026-The-Juniper-Tree-B1/>

Time	Goal	Procedure	Int
STAGE 1: Lead-in			

Time	Goal	Procedure	Int
5 Min	To activate schema and interest in the topic.	<ul style="list-style-type: none"> Display “Grimm vs Disney” images (split screen). Pairs discuss: “What are the differences between original fairy tales and modern Disney movies?” Feedback: Elicit the “dark” nature of original tales (violent, scary vs happy, musical). T: “Today we will read a real Grimm story. It is not a Disney movie.” 	T-Ss / Ss-Ss
STAGE 2: Pre-teach Vocabulary			
8 Min	To pre-teach blocking vocabulary.	<ul style="list-style-type: none"> Present 5 blocking words using images/context: <ol style="list-style-type: none"> fortune /'fɔːtʃuːn/: He worked hard all his life and built a massive fortune to leave to his children. (Large amount of money/wealth) seized /siːzd/: The hungry boy seized the red apple from the table before his sister could take it. (Grabbed suddenly) retribution /ret.riˈbjʊː.ʃən/: The villain got his retribution at the end of the movie. (Punishment for evil) millstone /mɪl.stəʊn/: The heavy millstone crushed the grain into flour. (Heavy stone wheel) enchanted /ɪnˈtʃɑːn.tɪd/: The enchanted forest was full of magic creatures. (Magical/under a spell) CCQs: “Is a fortune just a little bit of money?” (No), “Do you seize something slowly?” (No), “Is retribution a reward?” (No). Drill pronunciation (choral and individual). 	T-Ss
STAGE 3: Reading for Gist			
5 Min	To read for global understanding.	<ul style="list-style-type: none"> Set the Gist Task: “Read the whole story quickly. Don’t worry about difficult words. Answer: Is the ending happy, sad, or both?” Ss read silently (time limit: 4-5 mins). Pairs check: “What do you think?” Feedback: Elicit ideas. (It’s both - justice is served, but the mother is dead). 	S / Ss-Ss
STAGE 4: Reading for Detail (1): The Crime			
10 Min	To read for specific information.	<ul style="list-style-type: none"> Focus Ss on paragraphs 4-7. Task A: Multiple Choice Questions (1-3). 1. Where was the first wife buried? (Juniper Tree) 2. What does ‘pious’ mean? (Religious) 3. Why was the stepmother angry? (Greed/Jealousy) Ss read and answer individually. Pairs check. Feedback: Check evidence in the text. Ask: “Why did she really kill him? Was it just the apple?” 	S / Ss-Ss
STAGE 5: Reading for Detail (2): The Bird			
8 Min	To read for sequence and detail.	<ul style="list-style-type: none"> Focus Ss on paragraphs 8-12. Task B: Sequence the bird’s journey (1-4). Task C: Match the gifts to the receivers (Gold Chain -> Father, Red Shoes -> Marlinchen, Millstone -> Stepmother). Ss work in pairs to complete the tasks. 	Ss-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none"> • Feedback: Check answers. • Concept Check: "Why did the stepmother get the millstone?" (Because her sin was heavy/she needed to be crushed). 	
STAGE 6: Post-reading Speaking			
10 Min	To react to the text and express opinion.	<ul style="list-style-type: none"> • Discussion Question: "Is this story too dark for children today? Should we tell kids scary stories?" • Write ORE on board: Opinion (I think...), Reason (Because...), Example (For example...). • Ss discuss in small groups (3s). • Monitor for language use (agreeing/disagreeing). • Delayed Feedback: Highlight good phrases and correct 1-2 errors. 	Ss-Ss

Image Prompts (for Slideshow Generation)

- **Lead-in (Grimm vs Disney):** A split screen. Left side: A dark, twisted, gothic forest with gnarled roots and mist (Grimm style). Right side: A bright, colorful, sparkling castle with cute animals (Disney style). Contrast lighting.
- **Vocab (Fortune):** An open wooden chest overflowing with gold coins, jewels, and ancient treasure, glowing light.
- **Vocab (Seized):** A hand suddenly grabbing a red apple from a wooden table, motion blur, dramatic tension.
- **Vocab (Retribution):** A heavy stone falling from the sky, shadow casting over a figure below, sense of impending justice.
- **Vocab (Millstone):** A massive, rough-hewn circular stone wheel, ancient and heavy, texture of granite.
- **Vocab (Enchanted):** A glowing bird with golden feathers singing in a dark tree, magical sparkles, ethereal light.
- **Reading Gist:** A close-up of a juniper tree in winter with red berries and snow, melancholic but beautiful.
- **Reading Detail 1 (The Crime):** An open wooden chest filled with red apples, a heavy iron lid looming above, dark shadows.
- **Reading Detail 2 (The Bird):** A golden bird flying over a medieval village, carrying a gold chain in its beak.
- **Post-reading:** A group of children sitting around a fire listening to a storyteller, shadows on their faces, mixture of fear and fascination.

Answer Key:

A. Multiple Choice

1. C (Under the juniper tree)
2. A (Deeply religious)
3. A (Greed/Jealousy)

B. The Bird's Journey

1. Rises from the mist (2)
2. Receives a gold chain (4)
3. Receives red shoes (1)
4. Receives a millstone (3)

(Correction: The bird visits Goldsmith -> Shoemaker -> Miller. Order: 1. Goldsmith, 2. Shoemaker, 3. Miller. Wait, the sequence in text is Goldsmith -> Shoemaker -> Miller. So: 1. Gold Chain, 2. Red Shoes, 3. Millstone.)

C. Gift Matching

1. Gold Chain -> Father
2. Red Shoes -> Marlinchen
3. Millstone -> Stepmother
4. Apple -> The Boy