



Bell Language Centre



Teacher:	Ed Rush	Date:	31-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	B (Language Practice)	Assessment:	N/A
Main Focus:	Vocabulary: At the Beach	Materials:	b1-beach-vocab.pdf

Main Aim: By the end of the lesson, learners will have had an opportunity to practice using coastal vocabulary and activity-related collocations and will be better able to describe their beach holiday experiences in the context of a 1-minute speaking mission.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

- **Support:** Provide sentence stems for the speaking task (e.g., “I prefer to... because...”).
- **Challenge:** Ask stronger learners to include at least 3 collocations in their 1-minute speech.



CLICK LINK FOR SLIDESHOW

<https://elwrush.github.io/lesson-plan-agent/b1-beach-vocab/>

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
5 Min	To activate schema and introduce the lesson mission.	<ul style="list-style-type: none">• Show the MISSION slide (Slide 2).• Ask Ss: “What makes a perfect beach holiday?” Elicit a few ideas.• Highlight the 3 goals: Vocabulary, Grammar Accuracy, and Fluency.	T-Ss

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		<ul style="list-style-type: none"> Set the context: "Imagine you are an examiner listening to a student talk about their holiday." 	
STAGE TWO: Language Clarification			
8 Min	To review coastal geography and word families.	<ul style="list-style-type: none"> Show BUILDING BLOCKS (Slide 4). Elicit the difference between 'coast', 'shore', and 'beach'. Task 1: Sun Words (Slide 7-8). Ask Ss to brainstorm words starting with "Sun". Feedback: Elicit 'sunbathe' (verb), 'suntan' (noun), 'sunburn' (noun/verb). Concept Check: "Is a suntan healthy?" (No). "What do you need to prevent sunburn?" (Sunscreen/block). 	T-Ss
STAGE THREE: Controlled Practice (Matching)			
8 Min	To practice common collocations.	<ul style="list-style-type: none"> Show WORD PARTNERS (Slide 10). Explain that 'rough' goes with 'sea', not 'sand'. Task 2: Matching (Slide 11-12). Ss match words in the left column (Sun, Wind, Seaside) to the right (Tan, Surfing, Resort). Peer Check: Ask Ss to compare answers. Feedback: Reveal answers on the slide. Drill pronunciation of 'Rough' /rʌf/ and 'Resort' /rɪ'zɔ:t/. 	Ss-Ss
STAGE FOUR: Controlled Practice (Accuracy)			
10 Min	To distinguish between commonly confused words.	<ul style="list-style-type: none"> Show PRECISION TRAINING (Slide 15). Task 4: Word Choice (Slide 16-17). Ss choose the correct word in the sentences (e.g., "go for a stroll" vs "go for a shop"). Ask: "Why is 'shop' wrong here?" (You go 'shopping', not 'for a shop'). Focus on 'stroll' vs 'walk' (Stroll is relaxed). 	Indiv - > Pairs
STAGE FIVE: Semi-Controlled Practice			
5 Min	To practice vocabulary in context.	<ul style="list-style-type: none"> Task 5: Completion (Slide 18-20). Ss complete the sentences with the words from previous tasks. Elicit answers. Highlight the grammar: "Doctors recommend that..." or "Risk of...". 	Indiv
STAGE SIX: Freer Practice (Speaking)			
10 Min	To produce target language in a timed speaking task.	<ul style="list-style-type: none"> Show SPEAKING FORMULA (Slide 21). Explain O.R.E. (Opinion, Reason, Example). Task 6: Speaking Mission (Slide 22). Give Ss 2 minutes to prepare ONE question from their worksheet. Put Ss in pairs. Student A speaks for 1 minute. Student B listens and checks: Did they use O.R.E? Did they use 3 vocab words? Swap. Feedback: Ask 2-3 students to report what their partner said. 	Ss-Ss