



# Bell Language Centre



Teacher:	Ed Rush	Date:	27-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills)	Assessment:	N/A
Main Focus:	Reading	Materials:	27-01-2026-B1-Superconsumer-Generation-Reading-Bell.pdf

**Main Aim:** By the end of the lesson, learners will have developed their reading sub-skills of skimming for gist and scanning for numerical data within the context of analyzing the “Superconsumer” habits of Generation Y.

## Differentiated Input

*Pedagogical Rationale: Differentiated Input & Learner Autonomy*

*This lesson utilizes a “Tiered Text” strategy. Higher-ability learners (B2 range) are provided with a more linguistically complex version of the text (B2 Extension) should they complete the B1 tasks ahead of schedule.*



## CLICK LINK FOR SLIDESHOW

<https://elwrush.github.io/lesson-plan-agent/Superconsumer-Generation/>

Time	Goal	Procedure	Int
<b>STAGE ONE: Lead-in &amp; Vocabulary</b>			
14 Min	To activate schema and clarify key vocabulary.	<ul style="list-style-type: none"><li>• <b>Part 1: Video Hook</b> (6 min). Play the YouTube video (<a href="https://www.youtube.com/watch?v=_x48tY5sfYM">https://www.youtube.com/watch?v=_x48tY5sfYM</a>) showing Amazon fulfillment center.</li><li>• Elicit curiosity: “What is the ‘cost’ of getting our products so fast?”</li><li>• <b>Part 2: Pre-Teach Vocabulary</b> (8 min). Clarify/Elicit markers:</li></ul>	Ss-Ss / T-Ss

Time	Goal	Procedure	Int
		<ol style="list-style-type: none"> <li><b>Demand</b> /dɪ'ma:nd/: A strong request for something to be provided.</li> <li><b>Multinational</b> /'mʌlti'næʃnəl/: Involving several different countries.</li> <li><b>Influence</b> /'ɪnfluəns/: The power to have an effect on people or things.</li> <li><b>Interact</b> /,ɪntər'ækɪt/: To communicate or do things with other people.</li> <li><b>Personalize</b> /'pɜ:rsənəlaɪz/: To design or change something so that it is suitable for a particular person.</li> </ol>	
<b>STAGE TWO: Reading for Gist &amp; Detail</b>			
23 Min	To practice skimming and scanning sub-skills.	<ul style="list-style-type: none"> <li><b>Skimming (Task 2)</b> (6 min). Ss skim paragraphs 2-6 to match headings. Focus on speed.</li> <li><b>Scanning for Numbers (Task 3)</b> (8 min). Ss scan for specific figures to identify their context.</li> <li><b>Detailed Reading (Task 4)</b> (9 min). T/F/NG task. Ss must find textual evidence for their answers.</li> <li><b>Fast Finisher:</b> Direct to “B2 Reading Extension” at the end of the material.</li> </ul>	Indiv / Ss-Ss
<b>STAGE THREE: Reflection &amp; Critical Thinking</b>			
9 Min	To personalize the topic and practice analytical writing.	<ul style="list-style-type: none"> <li><b>Personalization (Task 5).</b> Ss discuss their shopping habits vs. their parents’.</li> <li><b>Writing Production.</b> Ss write a reflection (min. 70 words) in the identity block section.</li> <li>T monitors and provides 1-to-1 language support.</li> </ul>	Ss-Ss / Indiv