



Bell Language Centre



Teacher:	Ed Rush	Date:	28-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills)	Assessment:	n/a
Main Focus:	Reading	Materials:	match_girl Worksheet.typ

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of reading for detail and identifying implicit meaning in the context of Hans Christian Andersen's 'The Little Match Girl', while reflecting on the theme of social inequality.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

This lesson provides a tiered approach to the narrative. While the class focus is on the B1 text, B2 learners have access to a more linguistically complex version of the story and higher-level philosophical prompts. This allows for personalized "i+1" challenge levels within a shared thematic context.

Time	Goal	Procedure	Int
STAGE ONE: Lead-in: Modern Poverty			
8 Min	To activate schema and establish thematic relevance.	<ul style="list-style-type: none">Situation: Display the YouTube video ("Terrible State of American Inner Cities") showing tent cities and modern homelessness.Task: In pairs, Ss discuss two questions:<ol style="list-style-type: none">What are the biggest challenges these people face?Why does this happen in wealthy countries?Feedback: Brief class discussion to establish the "Complication" of systemic poverty.	T-Ss / Ss-Ss
STAGE TWO: Pre-teach Vocabulary			
7 Min	To remove lexical barriers to the B1 text.	<ul style="list-style-type: none">Vocab Input: Introduce 5 items with clear contextual indicators:<ol style="list-style-type: none">Barefoot: "He forgot his shoes at the beach, so he had to walk barefoot on the hot sand." (เท้าเปล่า)Shivering: "The boy was shivering because he was standing in the cold rain without a coat." (ตัวสั่น)	T-Ss

Time	Goal	Procedure	Int
		<p>3. Vanished: “The magician waved his hand and the rabbit vanished; it was completely gone!” (อันตรธาน)</p> <p>4. Magnificent: “The king lived in a magnificent palace with golden walls and hundreds of rooms.” (งดงามตระการตา)</p> <p>5. Soul: “Many people believe that when the body dies, the soul continues to live forever.” (วิญญาณ)</p> <ul style="list-style-type: none"> • CCQs: Ask: “If I am barefoot, am I wearing socks?” (No). “If a rabbit vanishes, can I see it?” (No). 	
STAGE THREE: Reading for Detail			
22 Min	To practice scanning and detailed comprehension of a narrative.	<ul style="list-style-type: none"> • Procedure: Ss read “The Little Match Girl” (Part 1: B1 Intermediate) on the worksheet. • Task 1: Ss complete the 7 Multiple Choice questions. • Peer Check: Ss compare answers in pairs, discussing why they chose specific options (referencing line numbers). • Feedback: T provides the Answer Key (A/B/C/D summary) and clarifies the “Resolution” of the story’s ending. 	Ss-Ss / T-Ss
STAGE FOUR: Post-reading Reflection			
9 Min	To personalize the theme and practice critical writing.	<ul style="list-style-type: none"> • Writing Task: Ss respond to the writing prompt: “Should we help the poor? Or should they just take care of themselves?” • SCR Link: Ss relate the girl’s “Complication” (lack of help) to their own opinions on social responsibility. • Discussion: Ss share their most persuasive reason with a partner. 	Ss-Ss



CLICK LINK FOR SLIDESHOW

<https://elrush.github.io/lesson-plan-agent/28-01-2026-LP-B1-Little-Match-Girl-E/>