Bell Language Centre

Teacher:	Ed Rush	Date:	05-02-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills)	Assessment:	N/A
Main Focus:	Reading	Materials:	Oxford Discover Futures, Unit 10, pp104-105

Main Aim: By the end of the lesson, learners will have practiced the sub-skills of scanning for information and reading for specific detail in the context of an infographic about the science and history of gold.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy
Support is provided through pre-teaching high-frequency technical vocabulary (e.g., excavate, radiation) and using a "Speed Scan" phase to build confidence before the detailed data extraction task. Fast finishers are encouraged to categorize additional verb suffixes from the text.

CLICK LINK FOR SLIDESHOW

https://elwrush.github.io/lesson-plan-agent/05-02-2026-Gold-Infographic-B1/

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
5 Min	To engage Ss and activate schemata	• **Golden Fact or Fiction**: Display three statements about gold on the screen (e.g., "Gold is edible," "All the gold ever mined fits in 3 swimming pools"). • Ss discuss in pairs and vote 'Fact' or 'Fiction'.	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
		• Elicit a brief discussion: "Do you think gold is the most valuable thing on our planet? Why/why not?" (T-S interaction).	
STAGE TWO: Pre-teach Vocab			
8 Min	To remove barriers to the text	• **Contextual Discovery**: Present 5 target words: **origin, excavate, manipulate, radiation, precious**. • T provides English context sentences (e.g., "Archaeologists had to **excavate** the site for months to find the tomb.") • Ss match words to definitions in pairs (S-S). • Model and drill pronunciation, highlighting word stress in **ex-ca-vate** and **ma-nip-u-late**. (T-S).	T-Ss / Ss-Ss
STAGE THREE: Gist / Scanning			
7 Min	To practice scanning headings/ images	• **Speed Scan**: Set a 2-minute timer for Ex 1. • Ss look ONLY at images and headings to answer the 5 questions (S). • **Peer-Check**: Ss compare answers in pairs (S-S). • **Feedback**: Elicit answers and ask specific scanning strategy questions: "Which part of the infographic helped you find the answer to Q4 (underground)?" (T-S).	Ss / Ss-Ss
STAGE FOUR: Main Task (Detail)			
12 Min	To practice reading for specific data/detail	• **Data Detective**: Ss read the full text to match figures (e.g., 1.6 quadrillion tons) to their meaning (Ex 3). • Ss then answer the 4 comprehension questions in Ex 4 (S). • T monitors, providing support with keywords like "historical" or "dentistry". • **Detailed Feedback**: Discuss answers as a class, eliciting the reason why Cleopatra used gold. (T-S).	Ss / T-Ss
STAGE FIVE: Vocabulary Focus			
8 Min	To discover verb suffixes	• **Suffix Hunt**: Point to the "Discover Vocabulary" box. • Ss find the verb forms for words in Ex 5 within the text (e.g., beauty -> beautify). • Ss categorize the 4 suffixes identified in Ex 6 (-ify, -ize, -en, -ate) in pairs (S-S). • T clarifies how these suffixes transform nouns/adjectives into verbs. (T-S).	Ss-Ss / T-Ss
STAGE SIX: Post-task			
6 Min	To personalize the topic	• **Talking Points**: Ss discuss Ex 8 questions in small groups: "Is gold necessary for our lives?" and "What makes a resource valuable?" (S-S). • T circulates to capture "good language" and interesting ideas for the final wrap-up. • Brief content feedback to conclude the lesson. (T-S).	Ss-Ss