



Bell Language Centre



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| Teacher: | Ed Rush | Date: | 22-02-2026 |
| CEFR Level: | B1 | Duration: | 50 Minutes |
| Lesson Shape: | E (Receptive Skills) | Assessment: | Formative / Peer Feedback |
| Main Focus: | Reading | Materials: | pp138-140 Oxford Discover Futures 2 |

Main Aim: By the end of the lesson, learners will have practiced scanning for biographical facts, reading for specific detail, and locating textual evidence in the context of Victorian literature.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

Support is provided through visual scaffolding (Probe-First tables) and the sequential reveal of the editing task. High-flyers are challenged to find nuanced evidence for character motivation using the O-R-E framework.



CLICK LINK FOR SLIDESHOW

https://elwrush.github.io/actions-gh-pages/2026-02-22_B1_READING-GREAT-EXPECTATIONS/

| Time | Goal | Procedure | Int |
|-----------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| STAGE ONE: Lead-in | | | |
| 5 Min | Engage & Activate | (T-Ss) Fact or Fiction?: Ss vote on 3 statements about Victorian prison ships ("hulks"). (Pairs) Discussion on the atmospheric setting of the marshes. (T-Ss) Mission Briefing: Introduce the three goals: Meet Dickens, Understand Story, Discuss Themes. | T-Ss / Ss-Ss |
| STAGE TWO: Pre-teach Vocab | | | |

| Time | Goal | Procedure | Int |
|---------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 8 Min | Remove Barriers | <p>(T-Ss) Contextual Discovery: Use slides to present 5 key items:</p> <ul style="list-style-type: none"> • Churchyard • Gravestone • Marsh • Blacksmith • File <p>(Pairs) Ss match words to definitions/Thai translations based on visual context. (T-Ss) Drill: Focus on word stress.</p> | T-Ss / Ss-Ss |
| STAGE THREE: Gist / Scanning | | | |
| 8 Min | Scanning Practice | (Ss) Task 1 (Scanning): 90s timer to find 3 author facts from Section 1. (Pairs) Task 2 (Visual Prediction): Use Probe-First table to categorize man/boy details. (Pairs) Task 3 (Matching): Guess associations from the scene image before reading. | Ss / Ss-Ss |
| STAGE FOUR: Main Task (Detail) | | | |
| 15 Min | Read for Detail | (Ss) Audio Experience: Listen to theatrical audio while following the text. (Ss) Task 4 (Recall/Reaction): Answer 5 questions. (T-Ss) Feedback: Elicit verbatim textual evidence for all answers. | Ss / T-Ss |
| STAGE FIVE: Vocabulary Focus | | | |
| 8 Min | Accuracy & Recycling | (Pairs) Task 5 (Editing): Identify 7 mistakes in the summary paragraph. (T-Ss) Interactive reveal using sequential editing layout. | Ss-Ss / T-Ss |
| STAGE SIX: Post-task | | | |
| 6 Min | Personalize & Evidence | (Pairs) Task 6 (Analysis): Decide on 5 Agree/Disagree statements with evidence. (Ss-Ss) Discussion: Explore themes using O-R-E (Opinion-Reason-Example). | Ss-Ss |

Answer Key:

Task 1: 1. Hard lives. 2. Memorable characters. 3. Boy to a man.

Task 5 (7 errors): 1. morning->afternoon, 2. market->churchyard, 3. aunt->sister, 4. music->a gun, 5. evening->morning, 6. head->shoulder, 7. ill->angry.

Task 6 (5 Qs): 1. Lonely (A), 2. Happy Home (D), 3. Young Man (A), 4. Truly Bad (D), 5. Enemies (A).