



Bell Language Centre



Teacher:	Ed Rush	Date:	09-02-2026
CEFR Level:	B1	Duration:	50 mins
Lesson Shape:	E (Receptive Skills)	Assessment:	Reading Comprehension
Main Focus:	Reading for Detail & Scanning	Materials:	Frankenstein Excerpt, Slideshow, Mini-Whiteboards

Main Aim: By the end of the lesson, learners will have practiced the sub-skills of scanning for facts and reading for detail in the context of an excerpt from the novel Frankenstein.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

Students can choose to read the text alone or in pairs. Key vocabulary is pre-taught visually to support lower-level learners.



CLICK LINK FOR SLIDESHOW

<https://lesson-slideshows.pages.dev/2026-02-09-Frankenstein-B1-Reading/>

Lesson Procedure

Time	Goal	Procedure	Int
STAGE 1: Lead-in			
7 Min	To engage Ss and	• Part 1 – Mini WB. 1 per student. Ss work in teams to answer: “Who is Frankenstein: the Man or the Monster?” and “What is his first name?” 1 min. Feedback.	T-Ss

Time	Goal	Procedure	Int
	activate schema	<ul style="list-style-type: none"> • Part 2 – Display 6 genre icons. In pairs, Ss negotiate which two best describe a story about a scientist creating life in 1818. 2 min. Feedback. • Part 3 – Show title “FRANKENSTEIN” with lightning visual. Ss tell partner one thing they know about the story. 1 min. Feedback. 	
STAGE 2: Pre-teach Vocabulary			
10 Min	To remove blocking vocabulary	<ul style="list-style-type: none"> • Part 1 – Present 5 context sentences on PP (seized, isolated, disappointment, promising, tragedy). Ss in pairs guess meanings based on narrative clues. 4 min. • Part 2 – Drill pronunciation of target words. Focus on word stress for ‘disappointment’ and ‘isolated’. 2 min. • Part 3 – Mini WB Check. T says a definition, Ss race to write the correct word. 2 min. Feedback. 	T-Ss
STAGE 3: Reading for detail and specific information			
25 Min	To practice scanning & sequencing	<ul style="list-style-type: none"> • Part 1 (Scanning Race) – Ss open texts to Mary Shelley biography. Task: Find Who, Where, When, and How. First team to finish all four wins. 4 min. Feedback. • Part 2 (Prediction) – Ss read the first two paragraphs of narrative. Use Task 3 “Guess the Words” to check initial impressions of Victor’s character. 5 min. Feedback. • Part 3 (Sequencing) – Ss read the full excerpt. Task: Put events A-F in order. 8 min. Pairs swap worksheets and check against the key on PP. 3 min. Feedback. 	S/Ss-Ss
STAGE 4: Post-reading speaking task			
8 Min	To react to the content	<ul style="list-style-type: none"> • Part 1 – In pairs, Ss discuss Victor’s ‘flaws’. “Was he reckless or just ambitious?” “Is he responsible for what happened?” 4 min. • Part 2 – Whole class feedback. T collects 3-4 opinions on the main theme (Dangerous Knowledge). 2 min. Content + language feedback. 	Ss-Ss

Answer Key:

Task 1 (Genre): Early Science Fiction / Classic Horror

Task 2 (Profile): Mary Shelley, Near Geneva, Summer 1816, Ghost story challenge.

Task 3 (Prediction): 1. Promising, 2. How life begins, 3. Isolated, 4. A storm, 5. Fear.

Task 4 (Sequence): 1.e, 2.a, 3.d, 4.b, 5.f, 6.c

Task 5 (Narrator): Victor Frankenstein (Later date/regretful tone).

Task 7 (Flaws): Obsessive, Irresponsible, Reckless.

Task 8 (Themes): Dangerous Knowledge, Morality.