



Bell Language Centre



Teacher:	Ed Rush	Date:	20-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	F (Productive Skills - Writing)	Assessment:	Preparation for CA
Main Focus:	Writing (Article Structure)	Materials:	21-Jan-CA-Writing-Task-2a

Main Aim: By the end of the lesson, learners will be better able to identify the key features of an engaging article and plan a response to a B1 writing task about stories.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

Differentiation Strategy (Tiered Task):

- **Standard Track (B1):** "Stories" article (100 words). Focus on narrative and personal opinion.
- **Advanced Track (B2 First for Schools):** "Stories" article (140-190 words). Requires more complex character analysis, plot evaluation, and sophisticated descriptive language.

Theoretical Justification: This approach aligns with Tomlinson's (2001) **Differentiation by Product**, allowing learners to engage with the same theme ('Stories') while producing outputs that match their proficiency. By offering a 'Tiered Task', we ensure all learners work within their **Zone of Proximal Development** (Vygotsky, 1978), preventing boredom for advanced learners and anxiety for the standard group.

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
6 Min	To engage learners in the context of stories and genres.	<ul style="list-style-type: none"> • T writes 'Genres' on the board. Elicits examples (Horror, Comedy, Sci-fi, Manga). • T asks: "What was the last good story you read?" • Ss discuss in pairs: Story title/Topic? Why interesting? • Feedback: T nominates 2-3 Ss to share. 	T-Ss / Ss-Ss
STAGE TWO: Model Analysis & Deconstruction			
15 Min	To identify features of a good article (B1/B2)	<ul style="list-style-type: none"> • T displays/hands out the 'What Makes You Laugh?' model answer. • Gist Task: Read the model. Does the writer like comedies? (Yes). 	T-Ss / Ss-S / S

Time	Goal	Procedure	Int
	using a model.	<ul style="list-style-type: none"> Analysis Task: Ss find features applicable to BOTH levels: <ol style="list-style-type: none"> 1. Rhetorical question (Hook). 2. Personal opinion/Description. 3. Direct address (you/we). 4. Linking words. T highlights: B2 students must aim for more complex description (e.g., “intricate plot”, “compelling characters”) vs B1 simple narrative. 	
STAGE THREE: Task Setup & Decoding			
10 Min	To clarify specific requirements of the differentiated tasks.	<ul style="list-style-type: none"> T hands out tasks: “Stories” (Standard B1) and “Stories” (Advanced B2). B1 Analysis: 100 words. Focus on: What is it? Where do you read? Book vs Film? B2 Analysis: 140-190 words. Focus on: Deeper analysis of why it is exciting, character motivation, or stylistic elements. T checks concept: “Does B2 just write longer?” (No - deeper analysis/better vocabulary). 	T-Ss / S
STAGE FOUR: Language & Content Preparation			
10 Min	To equip learners with level-appropriate vocabulary.	<ul style="list-style-type: none"> Shared Brainstorm: ‘Describing Stories’. B1 Focus: gripping, hilarious, dull, heartwarming. B2 Extension: poignant, clichéd, page-turner, intricate, one-dimensional. All Ss write 3 target words on their planning sheet. 	T-Ss / Ss-Ss
STAGE FIVE: Planning (The Skeleton)			
5 Min	To outline the article structure before writing.	<ul style="list-style-type: none"> Ss complete planning box. T monitors to ensure B2 students have sufficient depth (e.g., specific examples from the plot) for 140+ words. 	S