



# Bell Language Centre



<b>Teacher:</b>	Ed Rush	<b>Date:</b>	28-01-2026
<b>CEFR Level:</b>	B1	<b>Duration:</b>	46 Minutes
<b>Lesson Shape:</b>	E (Receptive Skills)	<b>Assessment:</b>	n/a
<b>Main Focus:</b>	Reading	<b>Materials:</b>	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
<b>STAGE ONE: Lead-in: Modern Poverty</b>			
8 Min	To activate schema and establish thematic relevance.	<ul style="list-style-type: none"> <li><b>Situation:</b> Display the YouTube video ("Terrible State of American Inner Cities") showing tent cities and modern homelessness.</li> <li><b>Task:</b> In pairs, Ss discuss two questions:           <ol style="list-style-type: none"> <li>What are the biggest challenges these people face?</li> <li>Why does this happen in wealthy countries?</li> </ol> </li> <li><b>Feedback:</b> Brief class discussion to establish the "Complication" of systemic poverty.</li> </ul>	T-Ss / Ss-Ss
<b>STAGE TWO: Pre-teach Vocabulary</b>			
7 Min	To remove lexical barriers to the B1 text.	<ul style="list-style-type: none"> <li><b>Vocab Input:</b> Introduce 5 items with clear contextual indicators:           <ol style="list-style-type: none"> <li><b>Barefoot:</b> "He forgot his shoes at the beach, so he had to walk barefoot on the hot sand." (เท้าเปล่า)</li> <li><b>Shivering:</b> "The boy was shivering because he was standing in the cold rain without a coat." (ตัวสั่น)</li> </ol> </li> </ul>	T-Ss

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



#### CLICK LINK FOR SLIDESHOW

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