



Name - Surname _____ Grade _____ No. _____

Teacher:	Ed Rush	Date:	10-02-2026
CEFR Level:	B1	Duration:	45 Minutes
Lesson Shape:	E (Receptive Skills)	Assessment:	N/A
Main Focus:	Reading	Materials:	Oxford Future Directions Workbook Reading Unit 3

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 a social media conversation about future foods.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

Support is provided through pre-teaching high-frequency technical vocabulary (e.g., algae, molecules) and using a “Speed Scan” phase to build confidence before the detailed data extraction task. Fast finishers are encouraged to search for and describe other future foods not mentioned in the text.



CLICK LINK FOR SLIDESHOW

<https://elrush.github.io/actions-gh-pages/10-feb-2026-reading/>

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
5 Min	To engage Ss and activate schemata	<ul style="list-style-type: none"> Part 1: Future Food Fact or Fiction: Display three statements about future foods on the screen (e.g., “In the future, we will eat burgers made of bugs”). Ss discuss in pairs and vote ‘Fact’ or ‘Fiction’ (Ss-Ss). 	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none"> Part 2: Personal Hook: Elicit a brief discussion: “What is the most unusual food you have tried or heard of?” 1 min. Content Feedback. (T-Ss). 	
STAGE TWO: Pre-teach Vocab			
8 Min	To remove barriers to the text	<ul style="list-style-type: none"> Part 1: Contextual Discovery: Present 5 target words: algae, unexceptional, crickets, molecules, extract. T provides English context sentences (e.g., “Scientists extract important materials from the earth.”) Ss match words to definitions/parts of speech in pairs (S-S). Part 2: Form & Pron: Model and drill pronunciation, highlighting word stress in un-ex-cep-tion-al and mol-e-cules. 2 min. Feedback on form. (T-S). 	T-Ss / Ss-Ss
STAGE THREE: Gist / Scanning			
7 Min	To practice scanning for specific topics	<ul style="list-style-type: none"> Part 1: Speed Scan: Set a 2-minute timer for the text. Ss scan the social media conversation to answer: “Which three future foods are discussed?” (algae, crickets, The Impossible Burger) (S). Part 2: Strategy Share: Ss compare answers in pairs (S-S). Feedback: Elicit answers and ask specific scanning strategy questions: “Which words or layout features helped you quickly spot the foods?” 1 min. Feedback. (T-S). 	Ss / Ss-Ss
STAGE FOUR: Main Task (Detail)			
15 Min	To practice reading for specific data/detail	<ul style="list-style-type: none"> Part 1: Data Detective: Ss read the full text to complete Exercise 2 (True/False and correct the false sentences) and Exercise 3 (Yes/No and find the evidence). (S). T monitors, providing support with keywords and scanning techniques. Part 2: Evidence Check: Ss compare evidence sentences in pairs. Detailed Feedback: Discuss answers as a class. Explicitly elicit the sentence from the text that gave them the information. 3 min. Feedback. (T-S). 	Ss / T-Ss
STAGE FIVE: Vocabulary Focus			
5 Min	To figure out meaning from context	<ul style="list-style-type: none"> Part 1: Context Clues: Point to the “Reading strategy” box on page 24. Ss complete Exercise 1, focusing on parts of speech, synonyms, antonyms, and prefixes. (S). Part 2: Discovery: T clarifies how prefixes like un- (as in unexceptional) change meaning, and how surrounding sentences provide clues. 1 min. Feedback. (T-Ss). 	Ss-Ss / T-Ss
STAGE SIX: Post-task			
5 Min	To personalize the topic	<ul style="list-style-type: none"> Part 1: Talking Points: Ss discuss Exercise 4 questions in small groups: “Which of the three foods mentioned would you most like to eat? Why?” and “Which would you least like to eat?” (S-S). 	Ss-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none">• Part 2: The Future Menu: T circulates to capture “good language” and interesting ideas.• 2 min. Final content feedback and wrap-up. (T-S).	