Worksheet
Assumption College Thonburi

LABOR OMNIA VINCIT
DESIGN YOUR FUTURE
Intensive Course

Bell

Name - Surname _____ Grade _____ No. _____

Teacher:	Ed Rush	**Date:**	21-01-2026
CEFR Level:	B1	**Duration:**	46 Minutes
Lesson Shape:	E (Receptive Skills - Reading)	**Assessment:**	N/A
Main Focus:	Reading	**Materials:**	21-01-2026-B1-Indonesian-Food-Reading-Intensive.pdf

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of reading for gist, detail, and specific information in the context of the food industry and changing dietary habits in Indonesia.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy
*This lesson utilizes the **B1 Intensive Reading** material. For stronger learners, encourage them to provide textual evidence for their Task 3 (True/False) answers. For emerging learners, the pre-teaching stage focused on "Blocking Vocabulary" (Krashen, 1982) ensures the core text remains accessible without constant dictionary dependence.*

Time	Goal	Procedure	Int
		STAGE ONE: Lead-in & Vocabulary	

13 Min	To activate schema and pre-teach blocking vocabulary	• Video Opener: Play YouTube Short (https://www.youtube.com/shorts/MCOnsoZRUMw) of frogs being cooked in an Indonesian market. **Note: Do not loop.**
		• Discussion: Elicit the country (Indonesia) and ask: "Do you think this is disgusting?", "Why?". Brainstorm why people in different countries might eat different things (Availability, culture, climate).
		• Vocabulary Pre-teach: Present 5 blocking words using the context sentences and Thai translations provided below:
		  1. domestic /dəˈmes.tɪk/: *Most of the rice is grown for domestic use, not for export.* (ภายในประเทศ)
		  2. producer /prəˈdʒuː.sər/: *Indonesia is one of the world's largest producers of palm oil.* (ผู้ผลิต)
			T-Ss / Ss-Ss

Time	Goal	Procedure	Int
		3. urban /ˈɜː.bən/: *Many people are moving from farms to urban areas like Jakarta.* (ในเมือง) 4. processed /ˈprəʊ.sest/: *Supermarkets sell more processed foods like canned soup.* (ที่ผ่านกระบวนการ) 5. challenge /ˈtʃæl.ɪndʒ/: *The increasing population is a major challenge for the food industry.* (ความท้าทาย)	
		**STAGE TWO: Main Reading Tasks**	
22 Min	To practice reading for gist, detail, and specific info	• Task 1: Before you Read: Ss look at the heading and the "picture on the screen" (from lead-in) to predict the text's purpose. Discuss in pairs. • Task 2: Global Reading: ‣ Part 1: Ss skim the text to check mentioned topics (Checklist). Clear the concepts of "Global" reading—ignoring difficult words to find the main "Dashes" (details). ‣ Part 2: Ss use their checklist answers to complete the summary paragraph. Peer check. • Task 3: Close Reading: Ss read the text for detail to answer True/False/Not Given questions. Encourage Ss to underline where they found the answer in the text. • Feedback: Project the text and have Ss identify the specific sentences that prove or disprove the Task 3 items.	Ss-Ss / T-Ss
		STAGE THREE: Post-Reading (Task 4)	
11 Min	To personalize the content through critical thinking	• Task 4: Critical Thinking: Ss work in groups to discuss two key questions: 1. Changes in diet in Indonesia vs. their own country. 2. The rise of processed foods and its health impacts. • McKinsey Logic: Frame the discussion around the "Complication" of modernization—as countries get richer (Indonesia/Thailand), health challenges increase. • Feedback: Groups share one "Insight" or comparison they discovered about their own country's food trends.	Ss-Ss / T-Ss