



Bell Language Centre



Teacher:	Ed Rush	Date:	18-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	A (Text-based Presentation)	Assessment:	N/A
Main Focus:	Business Vocabulary	Materials:	18-01-26-Business-Vocab-Reading-Bell.pdf

Main Aim: By the end of the lesson, learners will be better able to use key business vocabulary (including **set up**, **expand**, **headquarters**, and **firm**) in the context of describing the growth and structure of local and global companies.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

This lesson utilizes a “Creative Editorial” layout that provides high information density. Fast finishers are challenged with Task 4’s high-level sentence transformations, while scaffolding is provided via the integrated “Language Help” boxes for weaker students. This ensures that provide i+1 input to all learners (Krashen, 1982).

Time	Goal	Procedure	Int
STAGE ONE: Lead-in: From Local to Global			
6 Min	To set the context and activate schema regarding business growth.	<ul style="list-style-type: none">T shows the “Local to Global” header graphic on the screen.Ss discuss: “What famous companies started in your town/country and are now global?”T elicits examples (e.g., Red Bull, Grab, local bakeries).T introduces the concept of a “Journey” from local success to global firm.	T-Ss / Ss-Ss
STAGE TWO: Contextualization: The Bakery vs. The Corp			
10 Min	To provide comprehensible input and expose	<ul style="list-style-type: none">Ss read the “Denham Farm Bakery” and “Morgan & Stenson” texts on Page 1.Gist Check: “Which business is a family firm? Which one has different branches?”	Ss-Ss / T-Ss

Time	Goal	Procedure	Int
	students to target language in context.	<ul style="list-style-type: none"> Ss look at the bold words in the text and clarify their meaning using the “Language Help” boxes. 	
STAGE THREE: Clarifying Target Language			
10 Min	To clarify meaning, form, and phonology of the business vocabulary.	<ul style="list-style-type: none"> Meaning: T focuses on marker sentences (e.g., “The company was set up...”). T uses CCQs: “If I set up a firm, did I start it or finish it?” (Start). “Is a branch the main office or a local office?” (Local). Form: T elicits the noun/verb forms (e.g., achieve/achievement, expand/expansion). Phonology: Drill the word stress for headquarters, employee, and ambition. 	T-Ss
STAGE FOUR: Controlled Practice			
10 Min	To provide practice with accuracy-focused vocabulary tasks.	<ul style="list-style-type: none"> Ss complete Task 1 (People/Roles) and Task 2 (Synonyms). T monitors for “Step Id: 277” handwriting space compliance—ensuring Ss use the dotted lines effectively. Peer Check: Ss compare answers in pairs before class feedback. 	Ss- Ss / T- Ss
STAGE FIVE: Freer Practice: Sentence Production			
10 Min	To allow students to use the language creatively through transformation and gap fills.	<ul style="list-style-type: none"> Ss complete Task 4 (Sentence Rewrites) and Task 5 (Success Story Gap Fill). Ss share their Task 4 sentences with a partner to check if they kept the meaning. T provides delayed error correction based on monitor notes. 	Ss- Ss / T- Ss