



Bell Language Centre



Teacher:	Ed Rush	Date:	18-01-2026
CEFR Level:	B1 (Mixed/Differentiated)	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills - Reading)	Assessment:	N/A
Main Focus:	Reading (Detail & Specific Information)	Materials:	18-Jan-2026-QAD-handout.pdf

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of reading for detail and specific information in the context of the biological “Fight or Flight” response.

Differentiated Input

Pedagogical Rationale: Differentiated Input & Learner Autonomy

*This lesson employs a “Tiered Text” strategy, allowing students to self-select between B1, B1+, and B2 versions of the core material. This approach is grounded in **Krashen’s Input Hypothesis (1982)**, which posits that language acquisition occurs when learners receive “comprehensible input” ($i+1$). By providing choice, we lower the **Affective Filter** and promote **Learner Autonomy** (Tomlinson, 2014), ensuring that the cognitive load is sufficient to challenge without causing “frustration-level” reading. This maximizes engagement and ensures that the focus remains on the process of reading for detail rather than a struggle with decoding unfamiliar lexis.*

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
8 Min	To activate schema and introduce key vocabulary	<ul style="list-style-type: none">• Part 1 (Engagement): Display the “Fight or Flight” title graphic. Ask: “What happens to your body when you are scared?” Elicit symptoms (heart beating fast, breathing quickly, feeling cold). (2 Min)• Part 2 (Defining terms): Introduce the biological term “Fight or Flight” as a natural <i>instinct</i>. Elicit other animal instincts (migration, hibernation). (2 Min)• Part 3 (Personalization): Task 1 (Before you read): Ss work in pairs to discuss the questions about specific fears they and their family have. T monitors and collects good language. (4 Min)	T-Ss / Ss-Ss

Time	Goal	Procedure	Int
STAGE TWO: Self-Selection			
5 Min	To allow learners to select appropriate text level	<ul style="list-style-type: none"> Display Paragraph [1] from the 3 versions (B1, B1+, B2) successively on slides. Ask: "Which one feels most comfortable? Which one is a good challenge for you today?" Distribute the appropriate page from the handout (P.1/7/8) based on student choice. T reminds Ss that they can change levels if it feels too hard/easy. 	T-Ss
STAGE THREE: Pre-teach Vocabulary			
8 Min	To pre-teach key biological lexis	<p>Target Lexis (B1/B2 Consistency Check):</p> <ol style="list-style-type: none"> instinct /'ɪnstɪkt/: We are born with the instinct to breathe; nobody needs to teach us how to do it. สัญชาตญาณ: เราเกิดมาพร้อมกับ*สัญชาตญาณ*ในการหายใจ 'ไม่มีใครต้องสอนเราว่าต้องทำอะไร hormones /'hɔːməʊnz/: Our brain releases hormones which travel through the blood to tell our body how to feel. ฮอร์โมน: สมองของเราหลั่ง*ฮอร์โมน*ซึ่งเดินทางผ่านเลือดเพื่อบอกร่างกายว่าควรจะทำอย่างไร adrenaline /ə'drenəlɪn/: When I was scared, my body released adrenaline and I suddenly had the energy to run very fast. อะดรีนาลีน: เมื่อฉันกลัว ร่างกายของฉันก็หลั่ง*อะดรีนาลีน*ออกมา และทันใดนั้นฉันก็มีพลังงานที่จะวิ่งได้เร็วมาก glucose /'gluːkəʊs/: After eating sugar, your body produces glucose to give your muscles the power they need. กลูโคส: หลังจากรับประทานน้ำตาล ร่างกายของคุณจะผลิต*กลูโคส*เพื่อให้กล้ามเนื้อมีพลังตามที่ต้องการ organs /'ɔːɡənz/: Doctors check the health of your organs, like your heart and lungs, to make sure your body is working correctly. อวัยวะ: แพทย์จะตรวจสอบสุขภาพของ*อวัยวะ*ของคุณ เช่น หัวใจและปอด เพื่อให้แน่ใจว่าร่างกายของคุณทำงานอย่างถูกต้อง <p>CCQs: Is an instinct learned or are we born with it? (Born). Does adrenaline make you fast or slow? (Fast).</p>	T-Ss
STAGE FOUR: Reading for Detail			
18 Min	To practice reading for detail and specific information	<ul style="list-style-type: none"> Task 2 (Global Reading): Ss skim their chosen text to find which paragraphs contain specific facts (scanning). Ss compare answers in pairs before class feedback. (6 Min) Task 3 (Close Reading & Vocabulary): Ss read the text again to match words with definitions (e.g. glucose, organs). T monitors to ensure Ss are using context to find answers. (8 Min) Feedback: Review answers for Task 2 and 3 using PowerPoint. Elicit the reason for any incorrect answers to assist with comprehension. (4 Min) 	Ss-Ss

Time	Goal	Procedure	Int
STAGE FIVE: Critical Thinking			
7 Min	To personalize content and develop critical thinking through writing	<ul style="list-style-type: none"> Task 4 (Critical Thinking): Students choose one question to write a 70-word response: <ol style="list-style-type: none"> <i>"Avoid risk is a good or bad thing? Why?"</i> <i>"Does fear stop you from achieving what you want?"</i> Ss must use context from Paragraph 6 (Fear of failure) to support their arguments. Monitor for accurate use of target lexis (instinct, adrenaline). Class feedback: Select 2-3 examples to read out and provide language feedback on the board. 	Indiv / T-Ss

Answer Key:

Task 2: 1. Para 4 | 2. Para 6 | 3. Para 2 | 4. Para 7 | 5. Para 3 | 6. Para 8 | 7. Para 5

Task 3: 1. self-defense | 2. fight or flight instinct | 3. physical abilities | 4. adrenaline | 5. glucose | 6. organs