



# Bell Language Centre



Teacher:	Ed Rush	Date:	26-01-2026
CEFR Level:	B1/B2 (Differentiated)	Duration:	46 Minutes
Lesson Shape:	G (Task-Based Learning)	Assessment:	n/a
Main Focus:	Listening & Negotiation	Materials:	BBC News Video ( <a href="https://youtu.be/7vJxJyTWBmc">https://youtu.be/7vJxJyTWBmc</a> ), Annotated Transcript

**Main Aim:** By the end of the lesson, learners will have completed a task about negotiating diplomatic solutions and will be better able to express complex concerns in the context of the Thai-Cambodian border conflict using content from the BBC News report.

**Subsidiary Aim:** Learners will also have practiced and developed the sub-skills of listening for gist and analyzing rhetorical tone in the context of news broadcasting.

## Differentiated Input

*Pedagogical Rationale: Differentiated Input & Learner Autonomy*

This lesson employs a “Tiered Task” strategy for B1 and B2 learners.

- **B1 (Scaffolded):** Focus on the “Human Impact” narrative. Their task is to identify three logistical needs for evacuees (food, shelter, school).
- **B2 (Analytical):** Focus on the “Diplomatic Friction.” Their task is to analyze the language of blame used by both sides (“provoking violence”, “target military site”) and propose a formal mediation protocol.

Both levels utilize the same core BBC transcript but perform different roles during the Task Cycle.

Time	Goal	Procedure	Int
<b>STAGE ONE: Lead-in: The Situation</b>			
8 Min	To activate schema and introduce the conflict context.	<ul style="list-style-type: none"><li>• <b>Situation:</b> Display images of the Preah Vihear Temple and the Thai-Cambodian border area.</li><li>• <b>Discussion:</b> Ask Ss if they know about the history of this area. “What is the problem here?” Elicit basic facts (border, soldiers, temples).</li><li>• <b>Pair work:</b> Ss look at a map and discuss why people might be “fleeing” (from the transcript title).</li></ul>	T-Ss / Ss-Ss
<b>STAGE TWO: Listening: The Complication (Video Focus)</b>			

Time	Goal	Procedure	Int
12 Min	To listen for gist and analyze specific detail to inform the tiered tasks.	<ul style="list-style-type: none"> <li><b>The Source:</b> Watch the BBC video (<a href="https://youtu.be/7vJxJyTWBmc">https://youtu.be/7vJxJyTWBmc</a>).</li> <li><b>Gist (Combined):</b> Task 1: “Is the situation resolving or escalating?” Class feedback.</li> <li><b>Differentiated Detail (transcript in hand):</b> <ul style="list-style-type: none"> <li>▸ <b>B1:</b> Using the transcript, find three ways the conflict affects ordinary people (e.g., evacuating to shelters, school closure, work issues).</li> <li>▸ <b>B2:</b> Using the transcript, identify the “language of accusation.” Who said what (“<b>denied provoking violence</b>”, “<b>target military site</b>”)?</li> </ul> </li> </ul>	T-Ss / Ss-Ss
<b>STAGE THREE: Task Cycle: Resolution Negotiation</b>			
15 Min	To collaboratively negotiate a resolution based on CEFR-appropriate goals.	<ul style="list-style-type: none"> <li><b>The Task:</b> Small groups act as “Conflict Response Teams.”</li> <li><b>B1 Group Task:</b> Propose a 3-step “Humanitarian Aid Plan” for the evacuees mentioned in the video.</li> <li><b>B2 Group Task:</b> Propose a 3-point “Asean Mediation Memo” focusing on language that avoids blame and promotes a <b>ceasefire</b>.</li> <li><b>Planning:</b> Groups brainstorm their points. T monitors, providing functional language for <b>suggesting</b> (B1) and <b>mediating</b> (B2).</li> </ul>	Ss-Ss
<b>STAGE FOUR: Report &amp; Planning</b>			
6 Min	To present resolution strategies and compare effectiveness.	<ul style="list-style-type: none"> <li><b>Report:</b> One student from each group presents their 3 steps to the class.</li> <li><b>Comparison:</b> Class votes on which solution is the most realistic or “mitigates” (using vocab from text) the conflict best.</li> </ul>	Ss-Class
<b>STAGE FIVE: Analysis &amp; Language Feedback</b>			
5 Min	To analyze key vocabulary from the input and provide error correction.	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> Highlight key terms from the BBC report used during the task: <b>mitigate</b>, <b>retaliate</b>, <b>ceasefire</b>, <b>evacuate</b>.</li> <li><b>Refinement:</b> Discuss how these words could have made their reports more “professional” or “clear.”</li> <li><b>Correction:</b> T addresses 2-3 common errors heard during the task cycle.</li> </ul>	T-Ss