



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 (https://youtu.be/7vJxJyTWBmc), 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
STAGE ONE: Lead-in: The Situation			
8 Min	To activate schema and introduce the conflict context.	<ul style="list-style-type: none">• Situation: Display images of the Preah Vihear Temple and the Thai-Cambodian border area.• Discussion: Ask Ss if they know about the history of this area. "What is the problem here?" Elicit basic facts (border, soldiers, temples).• Pair work: Ss look at a map and discuss why people might be "fleeing" (from the transcript title).	T-Ss / Ss-Ss
STAGE TWO: Listening: The Complication (Video Focus)			

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