



Bell Language Centre



Teacher:	Ed Rush	Date:	26-01-2026
CEFR Level:	A2	Duration:	46 Minutes
Lesson Shape:	E (Receptive Skills - Reading)	Assessment:	N/A
Main Focus:	Reading	Materials:	26-01-2026-Creative-Solutions-Reading-Bell.pdf

Main Aim: By the end of the lesson, learners will have practiced and developed the sub-skills of reading for gist and specific information in the context of urban traffic problems and creative global solutions from Curitiba, Murcia, and La Paz.

Time	Goal	Procedure	Int
STAGE ONE: Lead-in			
10 Min	To activate schema and predict content.	<ul style="list-style-type: none">Video Hook: Show the YouTube Shorts video of Bangkok traffic (https://www.youtube.com/shorts/78z9LC7yhPY). Ss discuss in pairs: Is this normal? How does it make you feel? (4 min)Personalization: Ask Ss: "What is the worst traffic jam you have ever been in?" Elicit short stories. (2 min)Worksheet Task 1: Ss look at the title "Creative Solutions" and the photos on the worksheet. In pairs, Ss circle the main problem they think the text is about (Traffic). (4 min)	T-Ss / Ss-Ss
STAGE TWO: Pre-teach Vocabulary			
5 Min	To clarify target language items from the text.	<ul style="list-style-type: none">Clarification: Display the 5 target words (pedestrian, environment, pass, pollution, reduce) on the board with context sentences.Elicit/Check: Elicit the meaning using the sentences. Ss match definitions and check Thai translations provided on the back of the worksheet. (5 min)	T-Ss / Ss-Ss
STAGE THREE: Reading for detail and specific information			
25 Min	To develop gist and detailed comprehension skills.	<ul style="list-style-type: none">Task 2 (Gist): Ss skim the text to find the correct heading for each city profile. Elicit answers and ask Ss to point to the paragraph where they found the info. (5 min)Task 3 (Scanning): Ss scan the text to identify which city matches the statements in the table. Ss check their answers in pairs. (5 min)	Ss / Ss-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none"> Task 4 (Detail - T/F): Ss read the text again to decide if the statements are True or False. Ss must underline the evidence in the text. (8 min) Task 5 (Closer Reading): Ss complete the sentences with one or two words from the text. Ss peer-check before whole-class feedback. (7 min) 	
STAGE FOUR: Post-reading discussion			
6 Min	To personalize the topic and develop critical thinking.	<ul style="list-style-type: none"> Critical Thinking: Ss work in small groups to discuss the questions at the bottom of the worksheet: <ol style="list-style-type: none"> Can any of these solutions work in Bangkok/your city? What is another way to reduce cars? Class Feedback: Elicit the best ideas from each group. (6 min) 	Ss-Ss / T-Ss

Pre-teach Vocabulary

1. pedestrian /pə'destrɪən/: The city turned its main street into a pedestrian street where only people can walk.

Thai translation: คนเดินเท้า - เரากำหนดรถเมื่อเห็นคนเดินเท้าข้ามถนน

2. environment /ɪn'venərmənt/: We should work hard to save our natural environment and keep the air clean.

Thai translation: สิ่งแวดล้อม - การลดการใช้รถยนต์ช่วยรักษาสิ่งแวดล้อมได้

3. pass (noun) /pɑ:s/: If you give up your car, the city gives you a free lifetime pass for the tram.

Thai translation: บัตรผ่าน (บัตรโดยสาร) - ข้ามีบัตรผ่านจึงเข้าง่ายได้ฟรี

4. pollution /pə'lju:ʃn/: Too many cars on the road cause air pollution, which makes it hard to breathe.

Thai translation: มลพิษ - ครัวจากท่อไอเสียรถยนต์ทำให้เกิดมลพิษในอากาศ

5. reduce /rɪ'dju:s/: Using a cable car can help reduce the number of cars and traffic jams in the city.

Thai translation: ลดลง - เราต้องลดความเร็วเมื่อขับรถผ่านหน้าโรงเรียน