

# Horizon Community College – EAL Lesson plan – Lesson 10

Subject/class	EAL Session 10: Freetime activities	Context	Session 10 for New to English students. Freetime activities
<b>Connect the Learning</b> An activity to help students understand how this lesson relates to previous learning.	<ul style="list-style-type: none"> <li>With a shoulder partner, student practice the different weather words. One student shows the other the picture on one side of the card and the partner has the word on the reverse side. They then swap around.</li> </ul>		
<b>Big Picture</b> Explain how this lesson fits into the particular topic/overview this particular lesson	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand vocabulary about freetime activities</li> <li>Recognise the present tense of freetime activities</li> <li>Describe opinions about freetime activities</li> </ul> <p>This lesson is aimed at preparing students for general conversation around college.</p>		
<b>Starter</b>	<ul style="list-style-type: none"> <li>Students match the pictures of freetime activities to the words/phrases.</li> <li>Vocabulary is in the present tense e.g                (I am) playing football                (I am) reading                (I am) watching television</li> </ul>		
<b>New information</b> Present new information to students in a variety of stimulating and engaging ways to reflect different learning styles	<ul style="list-style-type: none"> <li>Students learn the basic opinion phrases to help them describe the freetime activities:                I love . . .                I like . . .                I don't like . . .                I hate . . .</li> </ul> <p>The teacher at this point should make reference to the present tense and how the sentence is formed using a pronoun and verb.</p>		
<b>Main activities (including mid-point reviews)</b> The section of the lesson where a variety of student activities take place and where learning reviews happen	<ul style="list-style-type: none"> <li>Students play the snowball game (this can be changed depending on the make up of the group e.g Chinese whispers)</li> <li>Students all start with the sentence: On Monday morning, I like . . .</li> <li>Once complete they screw the paper into a ball and throw it to someone else.</li> <li>On the next line/section they write: On Tuesday afternoon, I hate . . .</li> <li>And so on. By the end of the 3 or 4 throws, each student will have a short description which they can then write neatly for themselves.</li> </ul>		
<b>Demonstrate</b> A vital part of the learning cycle where students demonstrate in some way what they have learned.	<ul style="list-style-type: none"> <li>Students describe what they do in their freetime. This activity can be differentiated to include much prior learning:               <ol style="list-style-type: none"> <li>What students do on different days of the week/times of the day</li> <li>Who they do the activities with (family members)</li> <li>What activities they do in different subjects</li> </ol> </li> </ul>		
<b>Review</b>	<ul style="list-style-type: none"> <li>Students share with the class what activities they like doing in their freetime. They also complete an 'exit ticket' explaining what freetime activities they like the best/worst.</li> </ul>		

**References:** *Accelerated Learning in the Classroom* – Alistair Smith, Network Education Press  
*EAL Language Builder* by PMP Publications