

# Horizon Community College – EAL lesson plan – Lesson 2

Subject/class	EAL Session 2: Introductions	Context	Session 2 for New to English students – Introductions
<b>Connect the Learning</b> An activity to help students understand how this lesson relates to previous learning.	Look at the greeting between two students in college. What can you understand about them? (picture and brief description of a student using key phrases from last lesson)		
<b>Big Picture</b> Explain how this lesson fits into the particular topic/overview this particular lesson	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> <li>• Give a basic introduction about themselves in English</li> <li>• Recognise different questions</li> <li>• Give some full sentence answers to questions.</li> </ul>		
<b>Starter</b>	<ul style="list-style-type: none"> <li>• Students read the list of questions and with a shoulder partner, practice speaking the questions only.               <ol style="list-style-type: none"> <li>1. How are you?</li> <li>2. Where do you live?</li> <li>3. Where are you from?</li> <li>4. How old are you?</li> <li>5. Do you like England? Why?</li> </ol> </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>• Card sort activity – students have to match up the questions with the answers. This activity should be done in pairs.</li> <li>• Students then practice the questions and answers orally.</li> <li>• Encourage students to give full sentence answers.</li> </ul>		
<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 now fill in their own answers to the conversation on a template provided. Students should also include the information that they learnt in the previous lesson.</li> <li>• Extension – once completed students should practice saying the questions and answers with their shoulder partner.</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 now move to sit with another student and they must either ask the questions or give their answers. Each student must find out information from at least two other students in the class that they have not already met/spoken to.</li> <li>• Encourage students to give full sentence answers.</li> </ul>		
<b>Review</b>	<ul style="list-style-type: none"> <li>• Quick fire questions around the room. Teacher asks individual students one question and then moves on.</li> </ul>		

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