

# Horizon Community College – EAL Lesson plan – Lesson 9

| Subject/class  | EAL Session 9:<br><b>Weather</b>  | <b>Context</b> | Session 9 for New to English students.<br>Weather |
|--|---|----------------|---|
| <b>Connect the Learning</b><br>An activity to help students understand how this lesson relates to previous learning.   | <ul style="list-style-type: none"> <li>Students play a game of <i>'Simon Says.'</i> The teacher gives a series of classroom commands and students have to complete the 'mime' but only when Simon says to. If a student completes a mime when Simon does not say then they are out.</li> </ul>  |                |   |
| <b>Big Picture</b><br>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 different words for weather</li> <li>Recognise weather vocabulary from listening activities</li> <li>Describe what the weather is like at different times of the day</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 are given a series of pictures on a sheet and they have to match up the pictures to the words describing different weather.</li> </ul>  |                |   |
| <b>New information</b><br>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 read the short weather report in English and highlight any words for different weather they read.</li> <li>This activity could also be done as a listening activity so the teacher reads out the report and then students raise their hand when they hear a weather description.</li> </ul>   |                |   |
| <b>Main activities (including mid-point reviews)</b><br>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 complete a piece of independent writing: for each time of the day, they should describe the weather:</li> </ul> <p>In the morning . . .<br/>In the afternoon . . .<br/>In the evening . . .<br/>At night . . .</p> <p>This activity also recaps vocabulary learnt from lesson 1 on Greetings.</p>   |                |   |
| <b>Demonstrate</b><br>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 present their weather report to the class. Each student is given a number for when they will present. Other students must listening to each report and write down the weather that is described for their prompt.</li> <li>E.g Student 1 – describe the weather in the morning<br/>Student 2 – describe the weather in the evening<br/>Student 3 – describe the weather in the afternoon</li> </ul> |                |   |
| <b>Review</b>  | <ul style="list-style-type: none"> <li>Students watch the BBC weather forecast for the following day. They then summarise the weather that they have understood. They can write in words or flashcards can be used for times of the day and weather.</li> </ul>   |                |   |

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