**Example EMI Lesson Plan: Understanding Supply and Demand in Economics**

**Subject:** Economics  
**Level:** Undergraduate (Year 1)  
**Topic:** Supply and Demand  
**Language Level:** Upper-Intermediate to Advanced English  
**Lesson Duration:** 90 minutes

**1. Learning Objectives**

* **Content Objectives:**
  + Analyze the principles of supply and demand.
  + Understand how market equilibrium is achieved.
  + Apply the concepts to real-world economic scenarios.
* **Language Objectives:**
  + Use key economic terms (e.g., equilibrium, elasticity, surplus, shortage).
  + Formulate arguments and explanations using academic English.
  + Interpret graphs and data related to supply and demand.

**2. Materials**

* Lecture slides with diagrams and key terms.
* Case study handout (real-world application of supply and demand).
* Interactive graphing tool (e.g., online simulation software).
* Academic journal article on supply and demand.

**3. Lesson Plan**

**A. Introduction (15 minutes)**

* **Activity:** Overview of Supply and Demand.
* **Instructions:** Begin with a brief lecture on the basic concepts, using slides to illustrate supply and demand curves. Introduce key terms and concepts.
* **Language Support:** Provide a glossary of terms at the beginning of the lecture. Use visuals to clarify abstract concepts.
* **Pedagogical Strategy:** Connect new content to students’ prior knowledge by relating it to familiar market situations (e.g., price of coffee).

**B. Interactive Lecture (30 minutes)**

* **Activity:** Deep dive into market equilibrium.
* **Instructions:** Use an interactive tool to demonstrate how changes in supply or demand affect market equilibrium. Engage students by asking predictive questions (e.g., “What happens to the price if supply increases?”).
* **Language Support:** Encourage students to describe the changes using complete sentences. Provide sentence starters such as “If demand increases, then…”.
* **Pedagogical Strategy:** Use interactive simulations to make abstract concepts more tangible.

**C. Case Study Discussion (20 minutes)**

* **Activity:** Apply concepts to a real-world scenario.
* **Instructions:** Distribute a case study that involves a shift in supply and demand in a particular industry (e.g., the technology sector). Have students work in small groups to analyze the situation.
* **Language Support:** Provide a structured worksheet with guiding questions to help students articulate their analysis.
* **Pedagogical Strategy:** Employ collaborative learning to encourage discussion and critical thinking.

**D. Reading and Analysis (15 minutes)**

* **Activity:** Analyze an academic journal article.
* **Instructions:** Assign a short reading from an academic journal that discusses a specific market phenomenon. Ask students to summarize the article’s key points and relate them to the concepts learned in class.
* **Language Support:** Offer a template for summarizing the article (e.g., main argument, evidence, conclusion). Encourage the use of academic language.
* **Pedagogical Strategy:** Integrate academic reading to develop students’ research and critical thinking skills.

**E. Formative Assessment (10 minutes)**

* **Activity:** Quick in-class quiz or poll.
* **Instructions:** Use a digital tool (e.g., Socrative) to quiz students on the main concepts covered. Include both multiple-choice and short-answer questions.
* **Pedagogical Strategy:** Use formative assessment to gauge understanding and adjust the pace of the lesson if needed.

**F. Homework Assignment**

* **Task:** Write an essay on how a recent event (e.g., a natural disaster) affected supply and demand in a specific market.
* **Language Support:** Provide an essay outline and a rubric focusing on both content and language use.
* **Pedagogical Strategy:** Encourage independent research and writing to deepen understanding of the topic and improve academic writing skills.

**4. Reflection**

* **Teacher's Notes:** After the lesson, reflect on the effectiveness of the interactive components and the students’ ability to apply concepts in discussions and written work. Adjust future lessons based on students’ feedback and performance.

**Example EMI Lesson Plan: Ethical Theories in Business**

**Subject:** Business Ethics  
**Level:** Undergraduate (Year 2)  
**Topic:** Ethical Theories in Business  
**Language Level:** Upper-Intermediate to Advanced English  
**Lesson Duration:** 90 minutes

**1. Learning Objectives**

* **Content Objectives:**
  + Understand key ethical theories (e.g., utilitarianism, deontology, virtue ethics).
  + Apply ethical theories to business scenarios.
  + Critically evaluate the ethical implications of business decisions.
* **Language Objectives:**
  + Use key ethical terminology (e.g., consequentialism, duty, virtue).
  + Construct well-reasoned arguments in English.
  + Engage in discussions using appropriate academic language.

**2. Materials**

* Lecture slides with definitions, key concepts, and examples.
* Case study handout involving an ethical dilemma in business.
* Discussion prompts and sentence starters.
* Academic article or textbook excerpt on ethical theories.

**3. Lesson Plan**

**A. Introduction to Ethical Theories (20 minutes)**

* **Activity:** Overview lecture.
* **Instructions:** Present a lecture introducing major ethical theories. Use slides to highlight key concepts and provide real-world examples of each theory in a business context.
* **Language Support:** Introduce a glossary of key terms. Use simplified language and analogies to explain complex ideas.
* **Pedagogical Strategy:** Relate abstract ethical theories to concrete business examples to aid understanding.

**B. Small Group Discussion (25 minutes)**

* **Activity:** Apply theories to a case study.
* **Instructions:** Divide students into small groups and give them a business ethics case study (e.g., a company facing a moral dilemma). Ask each group to analyze the case using the ethical theories discussed.
* **Language Support:** Provide discussion prompts and sentence starters like “According to utilitarianism, the best course of action would be…”.
* **Pedagogical Strategy:** Facilitate collaborative learning through structured group discussions.

**C. Interactive Debate (20 minutes)**

* **Activity:** Class debate on an ethical issue.
* **Instructions:** Organize a debate where students defend different ethical positions related to a business scenario (e.g., profit maximization vs. social responsibility). Each student must use ethical theories to justify their stance.
* **Language Support:** Offer templates for argumentation (e.g., “The deontological perspective would argue that…”). Encourage the use of formal debate language.
* **Pedagogical Strategy:** Use debates to develop critical thinking and the ability to articulate complex ideas in English.

**D. Reading and Reflection (15 minutes)**

* **Activity:** Analyze an academic text.
* **Instructions:** Assign a reading on one of the ethical theories from an academic source. Ask students to summarize the main arguments and reflect on how the theory can be applied to a business context.
* **Language Support:** Provide a reading guide with key questions to answer. Encourage the use of academic language in summaries.
* **Pedagogical Strategy:** Integrate academic reading to deepen understanding and enhance language skills.

**E. Formative Assessment (10 minutes)**

* **Activity:** Quick written reflection.
* **Instructions:** Ask students to write a short reflection on which ethical theory they find most compelling and why, in relation to a business issue.
* **Pedagogical Strategy:** Use formative assessment to gauge understanding and encourage self-reflection.

**F. Homework Assignment**

* **Task:** Write an essay applying an ethical theory to a current business practice.
* **Language Support:** Provide an essay outline, key vocabulary, and a rubric focusing on both content and academic writing skills.
* **Pedagogical Strategy:** Encourage independent critical thinking and application of ethical theories in a real-world context.

**4. Reflection**

* **Teacher's Notes:** After the lesson, reflect on the effectiveness of the group discussions and debates. Consider how well students were able to apply ethical theories and articulate their arguments in English. Use this reflection to inform future lesson planning.

**Example EMI Lesson Plan: The Fundamentals of Genetics**

**Subject:** Biology  
**Level:** Undergraduate (Year 1)  
**Topic:** Fundamentals of Genetics  
**Language Level:** Intermediate to Upper-Intermediate English  
**Lesson Duration:** 90 minutes

**1. Learning Objectives**

* **Content Objectives:**
  + Understand the basic principles of Mendelian genetics.
  + Explain the concepts of genotype, phenotype, dominant, and recessive traits.
  + Analyze simple genetic crosses using Punnett squares.
* **Language Objectives:**
  + Use key genetic terminology (e.g., allele, homozygous, heterozygous).
  + Formulate explanations of genetic concepts in English.
  + Interpret genetic data and explain findings using academic language.

**2. Materials**

* Lecture slides with diagrams and key genetic concepts.
* Handouts with vocabulary and Punnett square exercises.
* Interactive simulation tool for genetic crosses.
* Academic reading on Mendelian genetics.

**3. Lesson Plan**

**A. Introduction to Genetics (20 minutes)**

* **Activity:** Lecture with interactive questioning.
* **Instructions:** Present an introductory lecture on Mendelian genetics, covering key concepts like genes, alleles, dominant/recessive traits, and the law of segregation. Use slides to show diagrams of genetic crosses.
* **Language Support:** Introduce a glossary of key terms. Use simple language and visual aids to explain concepts. Pause to ask comprehension questions.
* **Pedagogical Strategy:** Use visuals and real-life examples to connect complex genetic concepts to students’ prior knowledge.

**B. Interactive Demonstration (20 minutes)**

* **Activity:** Live demonstration using an interactive genetic simulation tool.
* **Instructions:** Show students how to perform a genetic cross using the simulation. Demonstrate how to input different genotypes and predict offspring outcomes. Encourage students to make predictions before running the simulation.
* **Language Support:** Provide sentence starters like “If the genotype is \_\_\_, then the phenotype will be…”.
* **Pedagogical Strategy:** Utilize interactive tools to make abstract concepts more tangible and engaging.

**C. Guided Practice (25 minutes)**

* **Activity:** Punnett square exercises in pairs.
* **Instructions:** Hand out exercises that require students to complete Punnett squares for different genetic crosses. Ask them to predict the ratios of genotypes and phenotypes in the offspring.
* **Language Support:** Encourage students to discuss their reasoning with their partner using phrases like “I think this allele is dominant because…”. Provide feedback as you circulate around the room.
* **Pedagogical Strategy:** Use cooperative learning by pairing students for peer teaching and practice.

**D. Group Discussion (15 minutes)**

* **Activity:** Case study discussion on a genetic trait.
* **Instructions:** Present a case study involving a family with a known genetic trait (e.g., cystic fibrosis). Ask students to work in small groups to analyze the inheritance pattern and predict the likelihood of the trait appearing in future generations.
* **Language Support:** Provide discussion prompts and key questions to guide the analysis. Encourage the use of precise academic language to explain genetic inheritance.
* **Pedagogical Strategy:** Foster collaborative learning through group discussions, encouraging critical thinking and application of knowledge.

**E. Reading and Reflection (10 minutes)**

* **Activity:** Analyze a short academic text on Mendelian genetics.
* **Instructions:** Assign a brief reading that delves deeper into the principles of Mendelian genetics. Ask students to summarize the main points and relate them to what they’ve learned in class.
* **Language Support:** Provide a reading guide with key questions. Offer examples of how to summarize complex ideas in English.
* **Pedagogical Strategy:** Integrate academic reading to enhance understanding and language proficiency.

**F. Formative Assessment**

* **Task:** Exit quiz.
* **Instructions:** Conduct a quick formative assessment through a short quiz or poll (e.g., using a tool like Kahoot!). Include questions on both content and language use to check for understanding.
* **Pedagogical Strategy:** Use formative assessment to gauge student comprehension and identify areas that may need review in future lessons.

**G. Homework Assignment**

* **Task:** Write a brief report on a genetic disorder.
* **Instructions:** Ask students to research a genetic disorder of their choice and write a short report explaining its genetic basis, including how it is inherited according to Mendelian principles.
* **Language Support:** Provide a template for the report and a rubric focusing on content accuracy and academic writing.
* **Pedagogical Strategy:** Encourage independent research and writing to deepen understanding of genetics and improve scientific communication skills.

**4. Reflection**

* **Teacher's Notes:** After the lesson, reflect on the effectiveness of the interactive simulation and group discussions. Consider how well students were able to grasp and articulate genetic concepts in English. Use this reflection to adapt future lessons to better support student learning.

**Example EMI Lesson Plan: The Chemistry of Acids and Bases**

**Subject:** Chemistry  
**Level:** Undergraduate (Year 1)  
**Topic:** Acids and Bases  
**Language Level:** Upper-Intermediate to Advanced English  
**Lesson Duration:** 90 minutes

**1. Learning Objectives**

* **Content Objectives:**
  + Understand the properties of acids and bases.
  + Explain the pH scale and the concept of acidity and alkalinity.
  + Analyze acid-base reactions using chemical equations.
* **Language Objectives:**
  + Use key chemistry terminology (e.g., pH, neutralization, dissociation).
  + Construct clear explanations of chemical processes in English.
  + Interpret data from digital simulations and express findings accurately.

**2. Materials**

* Interactive lecture slides with embedded videos and animations.
* Online pH simulation tool (e.g., PhET Interactive Simulations).
* Digital lab notebook for recording observations.
* Chemistry app for mobile devices to visualize molecular structures.
* Academic article on the applications of acids and bases in industry.

**3. Lesson Plan**

**A. Introduction to Acids and Bases (20 minutes)**

* **Activity:** Multimedia lecture with embedded videos.
* **Instructions:** Present a lecture on the properties of acids and bases, using slides that include embedded videos and animations showing molecular interactions. Introduce the pH scale and common examples of acids and bases.
* **Language Support:** Provide a glossary of terms. Use visual aids and animations to clarify complex processes. Pause to check for understanding by asking students to explain concepts in their own words.
* **Pedagogical Strategy:** Use multimedia to make abstract chemical concepts more accessible and engaging.

**B. Interactive Simulation (25 minutes)**

* **Activity:** Explore pH levels using an online simulation tool.
* **Instructions:** Guide students in using an online pH simulation tool to test the acidity and alkalinity of various substances. Have students predict and then observe the pH values of different solutions, recording their findings in a digital lab notebook.
* **Language Support:** Provide sentence starters like “The pH of \_\_\_ is \_\_\_, which indicates that it is an acid/base because…”. Encourage students to discuss their observations in pairs.
* **Pedagogical Strategy:** Incorporate digital tools to provide hands-on, interactive learning experiences that reinforce theoretical concepts.

**C. Virtual Lab Activity (25 minutes)**

* **Activity:** Conduct a virtual acid-base titration.
* **Instructions:** Use a chemistry app to simulate an acid-base titration. Students will select reagents, perform the titration, and record the equivalence point. Have them analyze the results and write a brief report using the digital lab notebook.
* **Language Support:** Provide a template for the lab report with prompts for key sections (e.g., “Introduction,” “Method,” “Results,” “Conclusion”). Include academic language support to help students describe their findings.
* **Pedagogical Strategy:** Use virtual labs to simulate real-world experiments, allowing students to apply theoretical knowledge in a controlled digital environment.

**D. Group Discussion (10 minutes)**

* **Activity:** Discuss the applications of acids and bases in industry.
* **Instructions:** Assign students to small groups and have them discuss the industrial applications of acids and bases, using information from an assigned academic article. Each group will then share their findings with the class.
* **Language Support:** Provide discussion prompts and encourage the use of specific chemistry terminology. Offer feedback on language use during the group presentations.
* **Pedagogical Strategy:** Promote collaborative learning and critical thinking through group discussions, while reinforcing the use of academic language.

**E. Formative Assessment (10 minutes)**

* **Activity:** Quick digital quiz.
* **Instructions:** Use a digital platform (e.g., Google Forms, Socrative) to conduct a short quiz on the content covered, including multiple-choice and short-answer questions on acids, bases, and pH. Provide instant feedback.
* **Pedagogical Strategy:** Use formative assessment to check for understanding and provide immediate feedback to address any misconceptions.

**F. Homework Assignment**

* **Task:** Create a digital presentation on a real-world application of acids and bases.
* **Instructions:** Ask students to research a specific application of acids and bases (e.g., acid rain, baking soda in cooking) and create a digital presentation (e.g., using PowerPoint, Prezi) to share with the class. The presentation should include a clear explanation of the chemical principles involved and relevant data.
* **Language Support:** Provide a rubric for the presentation that emphasizes both content accuracy and clarity of language. Offer guidelines on how to structure the presentation effectively.
* **Pedagogical Strategy:** Encourage independent research and the use of digital media to enhance both content understanding and communication skills.

**4. Reflection**

* **Teacher's Notes:** After the lesson, reflect on the effectiveness of the digital tools and multimedia resources in enhancing student understanding. Consider how well students were able to engage with the content and express their findings in English. Use this reflection to inform the integration of digital media in future lessons.