



# **Eigo Ganbare Team-Teaching**

## **Level 2 - Guided Lessons**





Eigo Ganbare is an educational platform designed to support English teaching in Japan. It focuses on providing practical tools and resources that help both Japanese Teachers of English (JTEs) and native-speaking teachers work together more effectively. The project emphasizes communication-based learning and aims to make English classes more engaging for students.

The site offers a wide range of materials, including digital activities, lesson modules, and classroom resources that align with Japan's English curriculum. These materials are created to simplify lesson planning, strengthen team-teaching, and give students more opportunities to practice real communication. The platform also highlights approaches that bridge cultural and instructional differences between Japanese and international teaching styles.

Eigo Ganbare was founded by Annette Lee, whose experience in the JET Program shaped the project's mission and design. Her goal is to empower teachers with accessible, student-centered tools that improve English learning outcomes. The site reflects her commitment to supporting educators and enhancing English education across Japan.

Annette Lee





# Table of Content

<i>He / She was ~.</i>	6	<i>If there is ~, what must ~?</i>	58
<i>He / She was ~ ing the ~.</i>	10	<i>I think that ~.</i>	62
<i>He / She looks ~.</i>	14	<i>When ~ come home, what was ~?</i>	66
<i>I am going to ~.</i>	18	<i>~ because ~.</i>	70
<i>I gave you ~.</i>	22	<i>There is / are ~.</i>	74
<i>We call this ~.</i>	26	<i>Is / Are there ~?</i>	78
<i>May I ~?</i>	30	<i>~ing is ~.</i>	82
<i>I joined the ~ to ~.</i>	34	<i>~ is ~er than ~.</i>	86
<i>I want to see ~.</i>	38	<i>~ is the ~est ~.</i>	90
<i>I use a ~ to ~.</i>	42	<i>~ is more ~ than ~.</i>	94
<i>I have to ~.</i>	46	<i>~ is the most ~..</i>	98
<i>You must ~.</i>	50	<i>~ is as ~ as ~.</i>	102
<i>Will it be ~ in ~?</i>	54		

# Level 2

Was he / she ~?

## Lesson 2-01

### Grammar Point

A: Who is this?  
(Who are they?)


B: It is ~. He / She **was** ~.  
(They are ~. They **were** ~.)

A: Oh, I see. He / She **was** ~.  
(Oh, I see. They **were** ~.)

### Vocabulary


musician	artist
scientist	writer
photographer	singers
samurai	inventors
empress of Japan	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Intermediate

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Was he/she ~?” and “He/She was ~”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-2>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

He / She was ~.

### Grammar Point

A: **Was** [person] a ~?

B: Yes, he / she was. He / she was ~.  
He / she was famous too.  
(No, he / she wasn't. He / she wasn't ~.)

A: **Were** [group] ~?)

B: Yes, they were.  
They were ~. They were famous too.  
(No, they weren't. They were not ~.)

### Vocabulary

singer

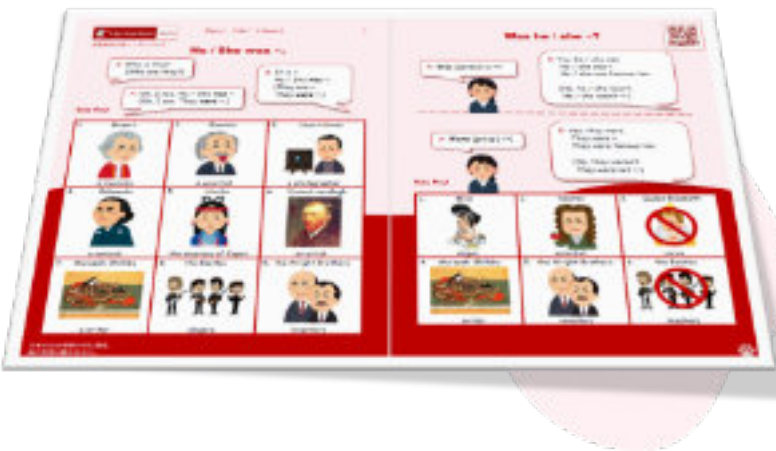
scientist

nurse

writer

inventors

teacher



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-02>

NET select the digital activity for “He was a ~.”

Students play the digital Word Match game as a class. The NET uses the Spin the Wheel PowerPoint (if an editable version is available to input students' names) and clicks or taps Spin. When the arrow lands on a student's name, the student stands up, figures out the matching set, and says the complete target sentence. This continues until the end of the activity.

Alternatively, students download or receive a link on their school tablets to play the digital Word Match game on their own.

Say goodbye to the class and end the lesson.












## He / She was ~.

A: Who is this?  
(Who are they?)

B: It is ~.  
He / She was ~.  
(They are ~.  
They were ~.)

A: Oh, I see. He / She was ~.  
(Oh, I see. They were ~.)

Role Play!

1. Mozart  a musician	2. Einstein  a scientist	3. Ueno Hikoma  a photographer
4. Sakamoto  a samurai	5. Himiko  the empress of Japan	6. Vincent van Gogh  an artist
7. Murasaki Shikibu  a writer	8. the Beatles  singers	9. the Wright Brothers  inventors

## Was he / she ~?



A: Was [person] a ~?

B: Yes, he / she was.  
He / she was ~.  
He / she was famous too.

(No, he / she wasn't.  
He / she wasn't ~.)

A: Were [group] ~?

B: Yes, they were.  
They were ~.  
They were famous too.

(No, they weren't.  
They were not ~.)

Role Play!

1. Elvis  singer	2. Newton  scientist	3. Queen Elizabeth  nurse
4. Murasaki Shikibu  writer	5. the Wright Brothers  inventors	6. the Beatles  teachers



# Level 2

He / She was ~ing the ~.

He / She was ~ing ~ in the park.

## Lesson 2-02

### Grammar Point

A: What **was** he / she **doing** ~?  
(What **were** they **doing** ~?)


B: He / She **was** ~**ing** ~.  
(They **were** ~**ing** ~.)

A: I see.

### Vocabulary


play	guitar	yesterday
wash	dishes	last night
read	newspaper	~ days ago
carry	books	last week
clean	classroom	last weekend
use	iPad	last Sunday

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Intermediate

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “He/She was ~ing the ~.” and “He/She was ~ing in the park.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-2>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

A: My friend lives in this small town in England.

B: Wow! It looks like an interesting place.

A: Yes. And, his neighbors were doing many things last weekend. Can you find ~ in this picture? What **was** he **doing**?

B: He **was** ~ **ing** ~.

...



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the completed dialogues with their partner.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-02>

NET select the digital activity for “He was ~ing the ~.”

Students play the Pick Drag game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET displays an image and reads a sentence with a blank. The student who knows the answer raises their hand to respond. If the student answers correctly by saying the complete sentence, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.



## He / She was ~ ing the ~.

A: What was he / she doing ~?  
(What were they doing ~?)

B: He / She was ~ing ~.  
(They were ~ing ~.)

A: I see.



### Role Play!

Remember to add "ing".

1. play | the guitar



2. wash | the dishes



3. read | the newspaper



4. carry | the books



5. clean | the classroom



6. use | the iPad



yesterday

last night

~ days ago

last week

last weekend

last Sunday



## He / She was ~ ing ~ in the park.

A: My friend lives in this  
small town in England.

B: Wow! It looks like an  
interesting place.



B: He was ~ ing ~.

A: Yes. And, his neighbors were  
doing many things last weekend.  
Can you find ~ in this picture?  
What was he doing?

A: Yes. Can you find ~?  
What was she doing?

B: She was ~ ing ~.

A: Yes. Can you find ~ and ~?  
What were they doing?

B: They were ~ ing ~.

### Role Play





# Level 2

He / She looks ~.

## Lesson 2-03


### Grammar Point

A or B: He / She / It **looks** ~.

### Vocabulary


thirsty	sad
tired	angry
sick	scared
hungry	sleepy
happy	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Intermediate

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “He/She looks ~.””. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-2>

### Activity 1

The NET displays a sample tic-tac-toe board on the projector, and the JTE and NET demonstrate the activity while modeling the target sentence.

Next, students practice reading the vocabulary aloud together with the NET.

Students then work in pairs and play janken (rock, paper, scissors) to decide the order of play. On each turn, a student produces the target sentence correctly and marks a space on the tic-tac-toe grid. Partners take turns until one student completes a line of three marks and wins the game.

### Activity 2

The JTE instructs the students to quiz their partners.

Student A has a card with a picture and a question, and Student B has one as well. Both students must answer the questions in complete sentences.

To check the answers, the NET uses the Spin the Wheel PowerPoint (if an editable version is available to input students’ names) and clicks or taps Spin. When the arrow lands on a student’s name, the student and their partner stand up. One partner asks the question, and the other gives the answer, and vice versa.



### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-02>

NET select the digital activity for “He looks ~.”

Students play the Pair Up game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET displays an image and says, ‘ ~ looks ~ ‘. The student who knows the answer raises their hand to respond. If the student answers correctly using a complete sentence, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.



## He / She looks ~.



A or B: He / She / It looks ~.



### Role Play!

Play tic-tac-toe.

1. thirsty <input type="checkbox"/> 	2. tired <input type="checkbox"/> 	3. sick <input type="checkbox"/> 
4. hungry <input type="checkbox"/> 	5. happy <input type="checkbox"/> 	6. sad <input type="checkbox"/> 
7. angry <input type="checkbox"/> 	8. scared <input type="checkbox"/> 	9. sleepy <input type="checkbox"/> 



### Interview!

Person A reads the questions. Person B gives the answers. Switch role.

#### PERSON A's CARD:



1. How does Lily feel? Shocked or mad?

#### PERSON B's CARD:



2. How does Dan feel? Lonely or angry?

