



Eigo Ganbare Team-Teaching

Level 3 - 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



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Level 3

Was it ~ by ~?

Lesson 3-01


Grammar Point

A: Who ~ this ① ?
B: It **was** ② **by** ~.
A: Are you sure?
 Was it really ② **by** him / her?
B: Yes, it was.

Vocabulary


picture	Edvard Munch
telephone	Vincent van Gogh
book	Alexander Graham Bell
manga	Murasaki Shikibu
airplane	Fujiko Fujio
	the Wright Brothers

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Difficult

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 it ~ by ~?”. 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-3>

Activity 1

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

Next, the students practice the conversational dialogue together with the NET twice.

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 2

The JTE instructs the students to interview their partners.

Student A has a card about household topics, and Student B has a card about club activities. Both students must answer all of the questions on their cards. After completing the interview, students switch roles and continue the activity.

Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-03>

NET select the digital activity for “Was it ~ by ~?”

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, ‘ Was it ~ by ~?’. The student who knows the answer raises their hand to respond. If the student answers correctly using a complete question, 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.



Was it ~ by ~?



A: Who ~ this ①?

B: It was ② by ~.

A: Are you sure?
Was it really ② by him / her?

B: Yes, it was.



Role Play!

1. ①picture ②painted



Edvard Munch

2. ①picture ②painted



Vincent van Gogh

3. ①telephone ②made



Alexander Graham Bell

4. ①book ②written



Murasaki Shikibu

5. ①manga ②written



Fujiko Fujio

6. ①airplane ②made



the Wright Brothers



Interview!

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

PERSON A's CARD:

Food & Dinning



1. Name top three food in Japan.
2. Which do you like better, eating at restaurant or eating at home?
3. Do you know how to cook?
4. What kind of food do you not like?
5. What kind of fruits do you like to eat?

PERSON B's CARD:

Music



1. Who is your favorite singer?
2. What kind of music do you like the most?
(Example: pop, punk, rock, country, classical, etc.)
3. Do you play any musical instrument?
4. Do you like karaoke?
5. Do you like to listen to music while you are studying?




Level 3

When ~, it makes ~.

Lesson 3-02

Prep Time



20 - 30 min

PaperType



B4

Class Time



40 - 50 min

Difficulty



Difficult

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 “When ~, it makes ~.”. 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-3>

Activity 1

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.

The JTE then instructs the students to fill in the blanks.

Students then practice the completed dialogues with their partner, write their partner’s answers, and then switch roles.

Activity 2

The JTE instructs the students to interview their partners.

Student A has a card about household topics, and Student B has a card about club activities. Both students must answer all of the questions on their cards. After completing the interview, students switch roles and continue the activity.

Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-03>

NET select the digital activity for “When ~, it makes ~.”

Students are divided into six groups and play the Quick Match game. One student from each group stands up and looks at the image displayed in the center of the screen, while four words are shown in a four-square grid. The student who raises their hand first and says the word that matches the center image earns a point for their group. The game continues with different students until all images have been used.

(If an interactive touch panel board is available, students can play a more engaging version of the game. Students form six teams and line up. The student at the front runs to the board and taps the word in the grid that matches the center image. Students rotate after each round, and the activity continues until the game is completed.)

Say goodbye to the class and end the lesson.



When ~, it makes ~.

Role Play!

1. What makes you happy?When I , it makes me .

meet my friend

2. What made this girl hungry?When she , it made her .

saw takoyaki

3. What will make you scared?When I , it will make me .

see a bear

4. What made this girl sad?When she , it made her .couldn't be
with her dog5. What makes him sleepy?When it is , it makes him .

late at night

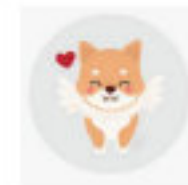
Interview!

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



PERSON A's CARD:

Animals & Pets



1. What is your favorite pet?
2. Do you have any pets at home?
3. What animal is the best pet and why?
4. If you become an animal, what would it be and why?
5. Do you think it is safe to have a snake or spider as a pet?

PERSON B's CARD:

Holidays



1. What is your favorite holiday?
(Example: Christmas, New Year, Tanabata festival, etc.)
2. Name three holidays that are famous in Japan.
3. Have you ever celebrated your birthday with your friends?
4. What did you get on your birthday?
5. Does Japanese people eat turkey on Christmas?



Level 3

Would you like ~?

Lesson 3-03


Grammar Point

A: Today's discount special is the ~.
Would you like to have the ~?
B: **Yes, please.** I'd like to have the ~.
(No, thank you. Maybe, next time.)

Vocabulary


cheese burger
fish filet
french fries
chicken nuggets
ice cream sundae
coke cola

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Difficult

Content

Introduction

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

<https://en.eigoganbare.com/english-level-3>

Activity 1

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

Next, the students practice the conversational dialogue together with the NET twice.

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

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

Next, the students practice the conversational dialogue together with the NET twice.

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: Welcome to KFC.
What would you like ~?
B: I'd like ~.

Vocabulary

pieces of chicken
some fries
some cola

What would you like ~?



Activity 2

The JTE instructs the students to interview their partners.

Student A has a card about household topics, and Student B has a card about club activities. Both students must answer all of the questions on their cards. After completing the interview, students switch roles and continue the activity.

Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-03>

NET select the digital activity for “Would you like ~?”

Students download or receive a link on their school tablets to play the digital Domino Matching game. Each domino shows an image, with words displayed on both the left and right sides. Students tap the word that matches the image. If the match is correct, the next domino with a new image appears. Students continue matching words and images until all dominoes are completed.

Say goodbye to the class and end the lesson.

Would you like ~?



A: Today's discount special is the ~.
Would you like to have the ~?

B: Yes, please. I'd like to have the ~.
(No, thank you. Maybe, next time.)

Role Play!
Write "O" or "X".

1.  <input type="checkbox"/>	2.  <input type="checkbox"/>	3.  <input type="checkbox"/>
4.  <input type="checkbox"/>	5.  <input type="checkbox"/>	6.  <input type="checkbox"/>
cheese burger	fish filet	french fries
chicken nuggets	ice cream sundae	Coke cola

Write your partner's answer.

1	2	3	4	5	6

A: Welcome to KFC.
What would you like ~?

B: I'd like ~.

Role Play!

1.  to eat	2.  to eat	3.  to drink
2 pieces of chicken	some fries	some cola



Interview!

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

PERSON A's CARD:

Travel



1. What is the best place you have ever visited in Japan?
2. If you can visit another country, where would that be?
3. Name three things you always bring whenever you travel.
4. What are the top three tourist places in Japan?
5. Have you ever gotten lost while traveling?

PERSON B's CARD:

Fads & Trends



1. Do you follow the latest trend in your country?
2. What are the three best trends in your country?
3. Are you trendy? Why or why not?
4. What were some famous fads or trends in your school?
5. Do you know of any old fads or trends that are still being followed today?

