

Lesson Plan – 01-13



Lesson Plan Level:	JHS Year 1
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Theme:	“What’s wrong?”
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	Time	Vocabulary/Grammar Point	Content
Introduction	10 mins		<p>Teacher instructs students to do the Eigo Ganbare Phrasebot vocab warm up.</p> <p>Go to: Eigo Ganbare Classroom Portal Click on: Lesson 01-13</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows two flashcards to students. Answer!</p> <p style="text-align: center;">Teacher: What’s wrong? Student: I have a cold. (I feel dizzy.)</p> <p>Students practice the target sentence as a class.</p> <p style="text-align: center;">Students: What’s wrong?</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <i>What’s wrong?</i></p> <p>A: How are you today? B: Not so good. A: <i>What’s wrong?</i> B: I have a fever. A: That’s too bad. Please take some medicine.</p> <p><u>Vocabulary:</u> cough, dizzy, and so on</p> <p><u>Phrases:</u> go home, see a doctor, and so on</p>	<p>Students review vocabulary words and repeat after the teacher. (<i>*English words with Japanese translation are displayed onto the projector. Turn off the audio feature.</i>)</p> <p>(Left-side) Worksheet:</p> <p>Teacher tells students to match the pictures with the words. (<i>*With projector, show the answers.</i>)</p> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice. After that, students choose “a - e” to put in the dotted box.</p> <p>Students pair up and decide who is A or B. Do the role-play. Switch back and forth from #1 to #8.</p>
Activity #2	15 mins	<p><u>Grammar point:</u> <i>What’s wrong?</i></p> <p>A: ~, how are you? B: Not so good. A: Oh no! <i>What’s wrong?</i> B: ~.</p> <p><u>Vocabulary:</u></p>	<p>(Right-side) Worksheet:</p> <p>Teacher tells students to make a role-play script about a scenario in which their classmate get sick and come to school. (<i>*With projector, show a sample example.</i>)</p>

		umbrella, book, and so on	When the role-play script has been completed, students memorize and practice with their pair. Then, present it in front of class.
Activity #3	10 mins	Review all grammar points from Activity #1 & #2. And, homework!	(Back-side) Worksheet: Teacher instructs students to read the picture book. Students write a book report in Japanese and then, answer the Q & A in English.
Conclusion Additional Homework OR Next day warm-up activity	+ 10 mins		Teacher instructs students to do an online interactive quiz and self-study lessons at home to review what they have learned in class. OR Next day, students do the quiz with a school's tablet as a quick warm-up activity. Go to: Eigo Ganbare Classroom Portal Alternatively, teacher can opt to have their students to do a more lively and challenging Kahoot quiz. Competition!
Materials / Preparation	Flashcards, worksheets, and digital materials Digital materials: *Eigo Ganbare Phrasebot *Eigo Ganbare Quizlet *Eigo Ganbare Answer Keys/Examples *Eigo Ganbare Classroom Portal		
Notes	*Teacher refers to JTE or ALT. They take turns in team-teaching. <i>Source: A blog guest on ALT Training Online</i> - <i>Team-Teaching in English: Working for Students (December 20th, 2017)</i> http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html		

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