Lesson Plan – 01-17

Lesson Plan Level: English Level 1

Theme: “Who is ~?”

<table>
<thead>
<tr>
<th>Time</th>
<th>Vocabulary/Grammar Point</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td>Teacher instructs students to do the Eigo Ganbare vocab warm up.</td>
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</tbody>
</table>
| 10 mins | | Go to: Eigo Ganbare Classroom Portal  
Find: Lesson 01-17 |
| | Teacher introduces the grammatical target point to students. |
| | Teacher shows a flashcard to students. Answer! |
| | Teacher: What time is it now?  
Student: It is ~. |
| | Students practice the target sentence as a class. |
| **Activity #1** | **Grammar point**: What time is it now? | Students review vocabulary words and repeat after the teacher. (*English words with Japanese translation are displayed onto the projector. Turn off the audio feature.*) |
| 15 mins | **A**: Excuse me. What time is it now?  
**B**: It is four in the afternoon.  
**A**: Thank you. |
| | **Vocabulary**:  
Two fifteen, three thirty, and so on |
| | **Phrases**:  
in the morning, in the afternoon, and so on |
| | (Left-side) Worksheet:  
Teacher tells students to match the pictures with the words. (*With projector, show the answers.*) |
| | Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice. After that, the teacher tells students to add their own time with “am” and “pm”. |
| | Students pair up and decide who is A or B. Do the role-play. Switch back and forth from #1 to #6. |
| **Activity #2** | **Grammar point**: What time is it in ~? | Students review vocabulary words and repeat after the teacher. (*English words with Japanese translation are displayed onto the projector. Turn off the audio feature.*) |
| 15 mins | **A**: I have a Math question.  
In Tokyo, it is six in the evening. What time is it in London?  
**B**: It is nine in the morning.  
**A**: That’s right. |
| | (Right-side) Worksheet:  
Teacher tells students to write the time of each city in other countries. (*With projector, show the
### Vocabulary:
New York, London, and so on

Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice.

Students pair up and decide who is A or B. Do the role-play. Switch back and forth from #1 to #5.

<table>
<thead>
<tr>
<th>Activity #3</th>
<th>Review all grammar points from Activity #1 &amp; #2. And, homework!</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(Back-side) Worksheet: Teacher instructs students to do the practice section in writing the time.</td>
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<tr>
<td></td>
<td>(Front-side) Worksheet: Students do the writing section.</td>
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</tbody>
</table>

### Activity #3
10 mins

### Conclusion

### Additional Homework

OR

Next Team-Teaching Review 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 team-teaching lesson, 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 Drive* *Eigo Ganbare Classroom Portal* *Eigo Ganbare Answer Keys/Examples*

### Notes
*Teacher refers to JTE or ALT. They take turns in team-teaching.*

**Source:** A blog guest on ALT Training Online
- Team-Teaching in English: Working for Students (December 20th, 2017)