

Lesson Plan – 02-14



Lesson Plan Level:	JHS Year 2
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Theme:	“If there is ~, what must ~?”
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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 02-14</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Answer!</p> <p style="padding-left: 40px;">Teacher: If there is an earthquake in school, what must you do? Student: I must go under the desk.</p> <p>Students practice the target sentence as a class.</p> <p style="padding-left: 40px;">Students: If there is an earthquake in school, I must go under the desk.</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <i>If there is ~, what must ~?</i></p> <p>A: If there is an earthquake in school, what must you do? B: I must go under the desk. A: That’s right! If there’s an earthquake, you must go under the desk.</p> <p><u>Vocabulary:</u> an earthquake, a tsunami, 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.</p> <p>Students pair up and decide who does A or B. Do the role-play. Switch back and forth from #1 to #5.</p>
Activity #2	15 mins	<p><u>Grammar point:</u> <i>If you are ~, what will ~?</i></p> <p>A: If you are an animal, what will you be? B: I will be a dog.</p> <p><u>Vocabulary:</u></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>(Right-side) Worksheet:</p>

		animal, 100,000,000 yen, and so on	<p>Teacher have students practice reading the questions, then tells them to write the answers. (*With projector, show the answers.)</p> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice.</p> <p>Students pair up and decide who does A or B. Do the role-play. Switch back and forth from #1 to #6.</p>
Activity #3	10 mins	<p>Review all grammar points from Activity #1 & #2.</p> <p>And, homework!</p>	<p>(Back-side) Worksheet:</p> <p>IT Education! Students listen to the passage and then, summarize what it is about. Teacher gives a Q & A quiz. Then, students do the chat activity.</p>
<p>Conclusion</p> <p>Additional Homework</p> <p>OR</p> <p>Next day warm-up activity</p>	+ 10 mins		<p>Teacher instructs students to do an online interactive quiz and self-study lessons at home to review what they have learned in class.</p> <p style="text-align: center;">OR</p> <p>Next day, students do the quiz with a school's tablet as a quick warm-up activity.</p> <p>Go to: Eigo Ganbare Classroom Portal</p> <p>Alternatively, teacher can opt to have their students to do a more lively and challenging Kahoot quiz. Competition!</p>
Materials / Preparation	<p>Flashcards, worksheets, and digital materials</p> <p>Digital materials: *Eigo Ganbare Phrasebot *Eigo Ganbare Quizlet *Eigo Ganbare Answer Keys/Examples *Eigo Ganbare Classroom Portal</p>		
Notes	<p>*Teacher refers to JTE or ALT. They take turns in team-teaching.</p> <p>Source: A blog guest on ALT Training Online - Team-Teaching in English: Working for Students (December 20th, 2017) http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</p>		

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