

## Lesson Plan – 03-05



Lesson Plan Level:	JHS Year 3
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Theme:	<b>“How long ~? For ~.”</b>
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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 03-05</p> <p>Teacher introduces the grammatical target point to students.</p> <p>Teacher shows a flashcard to the students. Answer!</p> <p style="text-align: center;">Teacher: How long have you lived in ~? Student: I have lived in ~ for ~ years.</p> <p>Students practice the target sentence as a class.</p> <p style="text-align: center;">Students: How long have lived in Osaka? I have lived in Osaka for 3 years.</p>
Activity #1	15 mins	<p><u>Grammar point:</u> <b>How long ~? For ~.</b></p> <p><b>A:</b> Wow! You’ve lived in so many countries. How long have you lived in Osaka? <b>B:</b> I have lived in Osaka for 3 years.</p> <p><u>Vocabulary:</u> Korea, Australia, 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>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice. After that, students write the length of time in each places in the dotted box.</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 #2	15 mins	<p><u>Grammar point:</u> <b>How long ~? Since ~.</b></p> <p><b>A:</b> Are you an exchange student? <b>B:</b> Yes, I am. I’m studying in Osaka. <b>A:</b> Really? <b>How long</b> have you studied in Osaka? <b>B:</b> I have studied in Osaka <b>since</b></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> <p>Teachers do a role-play demonstration with each other. Then, with the teacher, students practice the conversational dialog twice. After that,</p>

		2012.  <u>Vocabulary:</u> France, Kenya, and so on	students write the year in each places in the dotted box.  Students interview 5 classmates.
Activity #3	10 mins	Review all grammar points from Activity #1 & #2.  And, homework!	(Back-side) Worksheet:  IT Cultural Learning! Teacher reads the example presentation, then students summarize and have a discussion about it.  Students enjoy the AR videos and do the Q & A.  (Front-side) Worksheet:  Students do the writing sections.
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  <b>Digital materials:</b> *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 20<sup>th</sup>, 2017)</i> <a href="http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html">http://alttrainingonline.blogspot.jp/2017/12/team-teaching-in-english-working-for.html</a>		

# The Classroom Portal

