

Lesson Plan – 03-05



Lesson Plan Level:	English Level 3
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Theme:	“How long ~? For ~.”
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	Time	Vocabulary/Grammar Point	Content
Introduction	10 mins		<p>Teacher instructs students to do the Eigo Ganbare vocab warm up.</p> <p>Go to: Eigo Ganbare Classroom Portal Find: 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="padding-left: 40px;">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="padding-left: 40px;">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> How long ~? For ~.</p> <p>A: Wow! You’ve lived in so many countries. How long have you lived in Osaka? 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> How long ~? Since ~.</p> <p>A: Are you an exchange student? B: Yes, I am. I’m studying in Osaka. A: Really? How long have you studied in Osaka? B: I have studied in Osaka since</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: Interview! Students interview each other in pairs. (Front-side) Worksheet: Students do the writing sections.
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, 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 - <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		

The Classroom Portal

