

LIFESTYLE AND ENTERTAINMENT

How to improve your focus

June 18, 2025

Listening

00:00 / 01:17

Warm Up



Helpful Words and Phrases

Listen and repeat.
聞いてリピートしましょう。

- 1 **an attention span** (集中する時間、集中力)
ex. *I felt sleepy during the long movie because I have a short attention span.*
- 2 **distracted** (〜で) 気を散らされる
ex. *Lee got distracted when his phone rang, so he stopped what he was doing to check it.*
- 3 **leisurely** のんびりした、ゆっくりとした
ex. *He spent the day reading and relaxing in a leisurely manner.*
- 4 **multitasking** マルチタスク (複数の作業を同時に平行して行うこと)
ex. *She tried multitasking by cleaning and cooking to save time.*
- 5 **on purpose** 意図的に、わざと
ex. *Jayson drew a funny picture on purpose to make his friend laugh.*

Article

Read the article below and answer your tutor's questions.
記事を読んで講師からの質問に答えましょう。

Font size 文字サイズ S M L

Research shows that people's **attention span** for one screen is now shorter than it was before. Because of phones and the internet, people get **distracted** easily. The pandemic also made people use screens more. Many people often feel it's too difficult to change. However, experts believe we can still improve our focus.

Why do people get distracted easily?
Because of phones and the internet.

Experts say taking "active breaks" can help us focus. These breaks can be simple, like taking a **leisurely** walk or doing something creative. Find other things to do other than just looking at your phone. Instead of **multitasking**, try to do one thing at a time. Experts recommend the Pomodoro Technique, in which you work for 25 or 30 minutes, then take a five-minute break.

What is the Pomodoro Technique?
A technique in which you work for 25 or 30 minutes, then take a five-minute break.

To help focus, choose hobbies that have a clear goal. For example, learning to play music. Start with things you enjoy. It's also important to be kind to yourself because everyone has good and bad days for focus. Experts say trying to focus **on purpose**

IMPORTANT: Effective feedback is specific to the student's actual performance.

Copy the easy-to-use template on a NOTEPAD. Use this template to take note of the student's performance all throughout the lesson.

Click to Copy

日本語表示

Warm Up

2 Mins

- 1 Introduce the article category.
 - *"Today, we have a Lifestyle and Entertainment article."*
- 2 Read the title.
- 3 Introduce the Warm-up questions.
 - *"I have a few warm-up questions for you."*
- 4 Ask the questions below.

- **Is it easy for you to focus?**
 - **How often do you use your phone or the internet?**
- 5 Transition to the next section.
 - *"Good! Now let's look at the Helpful Words and Phrases."*

Helpful Words and Phrases

2 Mins

- 1 Read the instructions.
- 2 Read the first word/phrase and ask the student to repeat. Correct their pronunciation if necessary.
- 3 Read the example sentence and ask the student to repeat.
- 4 Repeat Steps 2-3 with the remaining words/phrases.
- 5 Ask if everything is clear.
- 6 Transition to the next section.
 - *"Great! Let's go to the next section!"*

Article

6-8 Mins

- 1 Introduce Article.
 - *"Okay, now let's do Article."*
- 2 Read the instructions.
- 3 Have the student read the first paragraph aloud.
- 4 Ask the first comprehension question.
 - ♦ **The student's answer may vary from the given answer. Accept any reasonable answer.**
- 5 Repeat Steps 3-4 with the remaining paragraphs and comprehension questions.
- 6 Ask if the student has any questions about the article.
- 7 Give brief feedback on the student's pronunciation of the article.
 - ♦ **Limit this to 2-3 corrections.**
 - ♦ **If the student made a lot of mistakes, focus on the biggest ones.**
- 8 Transition to the next section.
 - *"Good! Let's go to the next section!"*

is key.

Why is it important to be kind to yourself?
Because everyone has good and bad days for focus.

This material was based on an article by The Associated Press.

Discussion

Choose a topic and discuss the questions with your tutor.

トピックを選び、質問に基づいて議論しましょう。

Attention Span

- Do you think you generally have a short or long attention span? Why do you say so? Discuss.

follow-up questions

- If short: What are some reasons why you get distracted?
- If long: What helps you focus?

- Experts suggest using hobbies to help focus. What are some activities or hobbies that help you improve your focus (ex. listening to music, fishing)? Discuss.

follow-up questions

- How do you usually feel after doing these activities?
- Are there any hobbies you'd like to try that you think might improve your focus?

- The article says it's important to be kind to yourself when it's hard to focus, because there are good and bad days for it. What are some specific things people can do to be kind to themselves when they can't focus (ex. taking breaks, giving a reward after finishing a task)? Discuss.

follow-up questions

- What thoughts do you usually have when you can't focus (ex. negative thoughts, disappointments)?
- What things should you not do to yourself when you can't focus (ex. punish myself, force myself to focus)?

Multitasking

- Do you think multitasking is a good or bad habit? Why? Discuss.

follow-up questions

- If good: How does multitasking affect you positively?
- If bad: What are the negative effects of multitasking?

- Experts say taking "active breaks" can help us focus. Do you prefer to take active breaks or complete rest breaks in which you don't do anything at all? Why? Discuss.

follow-up questions

- If active breaks: What kind of activities do you usually do during an "active break" (ex. cleaning your desk, exercising)?
- If complete rest: How do you feel after taking this kind of break (ex. more relaxed, more focused)?

- The Pomodoro Technique is working for 25 or 30 minutes and then taking a 5-minute break. What do you think about this technique? Discuss.

follow-up questions

- Do you think the Pomodoro Technique would work for everyone? Why or why not?
- Do you think taking a 5-minute break after every 30 minutes of work is just enough or too much?

Discussion

10-12 Mins

- Introduce Discussion.
 - "Okay, now let's do Discussion."**
- Read the instructions.
- Read the topics and ask the student to choose one.
 - ◆ If the student cannot decide, choose a topic for them.**
- Ask the first line of questions for the chosen topic.
- Ask the follow-up questions to make the student produce more.
 - ◆ You can add your own follow-up questions and comments to make the conversation natural.**
- After your discussion for the question is done, give brief feedback on the student's vocabulary, grammar, and/or pronunciation.
 - ◆ Limit this to 2-3 corrections.**
 - ◆ If the student made a lot of mistakes, focus on the biggest ones.**
- Repeat Steps 4-6 with the remaining questions for that topic.
- If time allows, repeat Steps 4-6 with the other topic.
 - ◆ "We still have time, so let's do the other topic too!"**
 - ◆ Continue as time allows. You do not have to ask all the questions.**
- Transition to the last section.
 - ◆ "Well done! Let's go to the last section!"**

Feedback

PERSONALIZED FEEDBACK

RANGE

表現の幅
語彙をどの程度使えるか

COHERENCE

一貫性
論理的な話し方ができるかどうか

PHONOLOGY

音韻
発音が相手にとって聞き取りやすいか

PERSONALIZED FEEDBACK GUIDE

Focus on...	example feedback
RANGE the ability to use a wide variety of vocabulary	words the student learned + words the student misused or struggled to produce overcharge - set the price too high plus tax - used for prices that don't have tax included
COHERENCE the ability to speak logically and at length	You: Gave short answers. Better: Expand your answers by adding more details. + You: Did not connect sentences. Better: Use connectors like "but" and "because" to link sentences together.
PHONOLOGY the ability to pronounce and stress	pronunciation mistakes + unnatural stress of words/sentences investigation [in-ves-tih-GAY-shun] You said: BECAUSE of this, ... Better: Because of THIS, ...

Feedback

3 Mins

- Introduce Feedback.
 - "Okay, now let's do Feedback."**
- Give feedback on the student's range, coherence, and phonology using the template below.
 - ◆ Refer to the Personalized Feedback Guide for more information.**
- Wrap up the lesson.
 - ◆ "You did a great job! Thank you very much for today."**

REMEMBER: Effective feedback is specific to the student's actual performance. Use this template to give the student feedback.

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Personalized FEEDBACK

RANGE
[word] - [meaning]

COHERENCE
You:

words/sentences
understandably

words/sentences

Better:

PHONOLOGY
[word] [pro-nun-see-AY-shun]

You said:
Better:



PREVIOUS
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Science and Environment



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SPORTS

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