

# ENGLISH TEACHING PLAN

Hitachi First High School  
Instructor: Mika Miyazawa

1 Subject : Communication English I

Lesson 8 The Boy Who Harnessed Wind

2 Textbook : ELEMENT English Communication I (KEIRINKAN)

3 Objectives of the Unit

- Students will be able to read the autobiography and grasp the outline of the lesson.
- Students will be able to write a summary and retell the story.
- Students will be able to understand the subjunctive mood.
- Students will be able to come up with their own ideas and exchange them in a group.

4 Teaching Plan and Evaluation Criteria

(1) Interest, willingness, and a positive attitude towards communication in English

- ① active participation in language activity
- ② to get interested in the topic or theme of the lesson

(2) Ability to express themselves in English

- ① to be able to write and speak accurately about their thoughts and ideas
- ② to be able to exchange information and their thoughts

(3) Ability to understand English

- ① to be able to listen and understand information accurately
- ② to be able to read and understand information accurately
- ③ to be able to summarize information accurately

(4) Knowledge and understanding of language and culture

- ① appropriate knowledge and understanding of the target English grammar, usage, words, etc.
- ② to be able to understand the background and culture of English

5 Allotment

Period	Content of the Lesson	Evaluation Criteria				Evaluation Methods
		(1)Interest, willingness, and a positive attitude towards communication English	(2)Ability to express themselves in English	(3)Ability to understand English	(4)Knowledge and understanding of language and culture	
1	[Textbook] Introduction of the lesson New words and phrases	○			○	Preview Pair-Work
2	[Textbook] Comprehension Vocabulary Building			○		Preview Pair-Work
3	[Textbook] Target Grammar Reading the textbook			○	○	Preview Observation

4	[Worksheet] Words Finding 〈Activity 1〉 Q and A 〈Activity 2〉	○	○		Pair-Work Observation
5	[Worksheet] Story Re-telling 〈Activity 3〉 Question Making		○	○	Observation Presentation
6	[Worksheet] Summary Writing 〈Activity 4〉		○	○	Writing
7	[Worksheet] (this period) Discussion 〈Activity 5〉		○	○	Observation Presentation Note-taking

## 6 Objectives of This Period

### 1. Goal of the lesson

- Students will be able to come up with ideas quickly and generate output using the subjunctive tense.  
⇒Evaluation Criteria(2)
- Students will be able to listen to and understand their group members' or classmates' English.  
⇒Evaluation Criteria(3)

### 2. Materials for the lesson

Worksheet, Post-it notes, A3 sized-paper, dictionary, textbook, CROSSBEAM PS (=Listening Textbook)

### 3. Teaching Procedure

Procedure	Activities		Time	Notes
	Teachers (Instruction)	Students Evaluation		
Greeting	•Greet the class	•Respond to the teacher	1 min.	
Listening Exercise (=Warming up)	•Play CD. •Pick up some Ss to answer. •Write down answers on the blackboard.	•Work on the listening exercise of CROSSBEAM. •Check answers.	10min.	
Review of the last lesson	•Tell Ss to complete the summary writing for submission. 〈Activity 4〉	•Complete the summary writing activity.	15min.	•Circulate among Ss' desks and give individual direction.
〈Activity 5〉 Discussion	•Divide Ss into 5 groups. •Give materials(post-it notes and A3 sized paper) for each group. •Explain Activity 5 and ask Ss the meaning of "a desert island"	•Make a group of 3 or 4 students. •Each student gets 3 Post-it notes. •Listen to the teacher's explanation. •Write down 3 items individually	25min.	•Give tips to guess the meaning of "a desert island".

<ul style="list-style-type: none"> <li>• Give Ss 3min. to finish.</li> <li>• Tell Ss to share and discuss ideas with the group members.</li> <li>• Tell Ss that they must use the subjunctive tense when they make a presentation.</li> <li>• Write down the pattern of the subjunctive tense on the blackboard.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If I went to a desert island, I would bring ○○ ○, because...</p> </div> <ul style="list-style-type: none"> <li>• Tell Ss to put similar ideas together and choose 3 best items in a group.</li> <li>• Ask a group to volunteer to come to the front and make presentation to the class.</li> <li>• Collect the worksheets.</li> <li>• Make announcement for the next class.</li> <li>• Dismiss Ss.</li> </ul>	<p>which they want to bring to a desert island.</p> <ul style="list-style-type: none"> <li>• Share the ideas with other group members.</li> <li>• Must use the expression. "If I went to a desert island, I would bring ○○○, because..."</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p>(2)-①</p> </div> <ul style="list-style-type: none"> <li>• Put the post-it notes on the A3 sized paper.</li> <li>• Discuss and put similar ideas together and choose 3 best items.</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p>(2)-②, (3)-②</p> </div> <ul style="list-style-type: none"> <li>• Volunteers stand in the front and make presentation. (5students)</li> <li>• Listeners must take notes with listening to other group's presentation.</li> <li>• Submit the worksheet.</li> <li>• Respond to the teacher.</li> </ul>	<p>1min.</p>	<ul style="list-style-type: none"> <li>• Circulate among groups to help.</li> <li>• Circulate among groups to help to put close ideas together.</li> </ul>
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## Lesson 8 The Boy Who Harnessed the Wind

### Activity 1 Words Finding

word	Japanese meaning	English definition
generate		<b>a</b>
Malawi		
famine		<b>b</b>
blame		<b>c</b>
Gilbert		
convert		to change something into a different form of thing, or to change something so that it can be used for a different purpose or in a different way
windmill		"a structure with parts (blades) that rotate or turn in the wind, used for producing electrical power
pump		a machine for moving or forcing liquid or gas into or out of something
vegetable		<b>d</b>
blade		the wide, flat part of an object that pushes against air or water
dynamo		a machine that changes some other form of power directly into electricity
pipe		a tube through which a liquid or gas flows
bathhouse		a building equipped for bathing
search		<b>e</b>
junkyard		a place where old or broken furniture, cars, etc., can be left, or bought and sold
William		
pocket		a type of small bag in or on a coat, trousers, etc., that you can put money, keys, etc. in
cherish		<b>f</b>
add		to put something with something else or with a group of other things
puzzle		a game or toy that has a lot of pieces that you have to fit together
force		the amount of physical power with which something moves or required to move something
motion		the process of moving or the way that something moves
definitely		<b>g</b>
brighten		a machine for moving or forcing liquid or gas into or out of something

- without any doubt [= certainly]
- to say or think that someone or something is responsible for something bad
- to love something very much and take care of it well
- to produce heat, electricity, or another form of energy
- a plant that is eaten raw or cooked, such as a cabbage, a carrot, or peas
- to try to find something by looking very carefully
- a situation in which a large number of people have little or no food for a long time and many people die

### Activity 2 Q&A

Ask your partner a few questions about Lesson 8.

### Activity 5 Discussion

If you went to a desert island, what would you take there? Choose three things and explain why. Share your idea with your friends and choose three things as a group.

[Your name:

]

[

]

[

]

[

]



## Lesson 8 Q&A

Student A

### Part 1

Q1. Where is the boy from?

A.1.He is from Malawi, Africa.

Q2. What happened in 2000?

A.2.A terrible famine broke out.

Q3. Was the boy able to go back to school after the famine?

A3.No, he wasn't. (He had to stay home to work in the fields.)

### Part 3

Q7. What was the last part needed for the windmill?

A7.It was a dynamo.

Q8. Where did the boy find a dynamo?

A8.(He found it) On the bicycle (pushed by a man).

Q9. How did the boy get the dynamo?

A9. Gilbert paid for it. [Gilbert bought it and gave it to him.]

Q10. What kind of job will the boy get?

A10.

## Lesson 8 Q&A

Student B

### Part 2

Q4. Who helped the boy study?

A4.His best friend Gilbert did.

Q5. What changed the boy's life?

A5.A book titled *Using Energy* did.

Q6. Where did the boy go to look for the parts?

A6.He went to a junkyard (to look for them).

### Part 4

Q11. Where was the boy standing?

A11.He was standing on top of his finished tower.

Q12. Did the light come on?

A12.Yes, he did.

Q13. What did someone say?

A13.Someone said, "It's true! The boy has done it!"

Q14. What kind of job will the boy get?

A14.