

1 Grade: 2nd year English Communication II

2 Materials: *Prominence English Communication II*

3 Course Unit: Lesson 4 “Mission Completed—The Story of Hayabusa—” Part 1
Worksheet

4 Major goals of this lesson:

- (1) Students will continue to read even if they come across unknown words and they don't understand some parts of the passage.
- (2) Students will convey information using key words and make eye contact.
- (3) Students will take notes while listening to their partner's explanation about the story of Hayabusa.
- (4) Students will understand the usage of the grammar points.

(a)S +V + C C=participles

(b)S +V + whether/what clause

(c)that (apposition clause)

5 Time Allotment:

1st period overview, part 1-1 (pp. 50-51)

2nd period: **part 1-2 (pp. 50-51) Today's lesson**

3rd period: part 2-1 (pp. 52-53)

4th period: part 2-2 (pp. 52-53)

5th period: part 3-1 (pp. 54-55)

6th period: part 3-2 (pp. 54-55)

7th period: part 4-1 (pp. 56-57)

8th period: part 4-2 (pp. 56-57)

9th period: communication activity

6 Evaluation:

①Interest, willingness, and positive attitude toward communicating in English	②Ability to express themselves in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students participate in pair or group work actively.	Students can summarize the text orally and make eye contact.	Students can understand the details of Part 1.	Students can understand the new vocabulary and the usage.

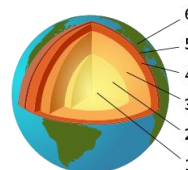
7 Learning objectives of this period:

- (1) Students will summarize the text orally and make eye contact.
- (2) Students will understand the details of Part 1.
- (3) Students will understand the new vocabulary and the usage.

8 Procedure:

Activities (time)	Teacher's Role	Students' Role	Evaluation
Introduction (3 min.)	1. Greet students 2. Have Ss understand what they are going to do today.	1. Respond to the teacher 2. Listen to the teacher	
Comprehension (5 min.) <i>Worksheet: Second Reading Question 1</i>	1. Have Ss read Part 1 silently. 2. Have Ss answer Q.1 and check the answers in pairs.	1. Read Part 1 silently. 2. Answer Q.1 and check the answers in pairs.	①③
Summary (25 min.) <i>Worksheet: Second Reading Step1,2,3,4</i>	Students already have sheet A or B. 1. Have Ss answer the questions and write down only key words. 2. Have student A tell the summary to their partner using the questions and answers.(Have student B take notes.) 3. Have student B tell the summary to their partner using the questions and answers.(Have student A take notes.)	1. Write down key words in the box. 2. Student A tells the summary to their partner using the questions and answers while student B takes notes. 3. Student B tells the summary to their partner using the questions and answers while student A takes notes. 4. Change partners and try it again. 5. Repeat step4 as time permits.	①② Observation • Will be tested on an interview test later
Attention & Vocabulary 2 (7 min.)	1. Have Ss put a / between chunks on the worksheet. 2. Have Ss check the vocabulary.	1. put a / between chunks on the worksheet. 2. Check the vocabulary.	
Review & Questions (8 min.)	1. Have Ss read the grammar point on the worksheet. 2. Have Ss answer the questions on the worksheet. 3. Check the answers.	1. Read the grammar point on the worksheet. 2. Answer the questions on the worksheet. 3. Check the answers in pairs.	④ Will be tested on a written test later
Closing (2 min.)	1. Wrap up the lesson.	1. Listen to the teacher.	

Vocabulary 1 Read the following sentences. Choose the right meaning for the underlined words.



1. About 70 % of the earth's surface is covered by water.
*Choose the number from the picture.

2. The researchers started out for the exploration of unknown parts of the Amazon.
 - a. the action of traveling in or through an area you don't know
 - b. the action of traveling in or through an area you know very well

3. Other than Ichiro, Matsui Hideki is the most famous Japanese professional baseball player in the USA.
 - a. except
 - b. including

4. He has not recovered from the illness yet and is still in the hospital.
 - a. get into a bad situation of health, mind, etc.
 - b. return to a normal situation of health, mind, etc.

<input type="checkbox"/> surface <input type="checkbox"/> exploration <input type="checkbox"/> other than ... <input type="checkbox"/> recover from...
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First Listening Listen to Part 1 and fill in the blanks.

The Hayabusa Project was a great () because () humans had ever succeeded in landing on and returning from asteroids or planets other than the ().

First Reading without a dictionary T/F quiz

If the answer is F, underline the false part, and correct it.

1. The mission of Hayabusa was to get samples of an asteroid's surface. T / F
2. Hayabusa left the earth for the moon. T / F
3. After World War II, Japan spent a lot of money on space projects. T / F

Vocabulary 2 Look at **Vocabulary 2** on the back and check the meaning of words and phrases outside class.

Second Reading

1. What might samples of Asteroid Itokawa's surface have in them?

For A Sheet

2.

Step 1

Suppose you were Dr. Itokawa. Read the text below and answer the following questions. Write down only key words.

Hayabusa's destination was the asteroid Itokawa, which was named after a pioneer of Japanese space exploration, Dr. Itokawa Hideo. In the middle of the twentieth century, the USSR and the U.S. started spending a lot of money and energy on space exploration. Japan, recovering from World War II, also started space exploration projects, though it couldn't spend so much money on them. Dr. Itokawa and his team were very much involved in those projects, which often ended in failure. However, he believed that such failures would lead to success in the future. His positive attitude was handed down to Hayabusa's operation team in JAXA.

Questions	Answer (3 words for the maximum)
(1) What was your job?	
(2) What were you involved in?	
(3) Was (2) successful?	
(4) What did you believe?	

Step 2 Tell your partner what you did using the questions and answers above.

Step 3 While you are listening to Dr. Kuninaka, take notes (key words only).

Job	What did he do?	His ideas

Step 4 Change partners. You can look at answers only.

For B Sheet

2.

Step 1

Suppose you were Dr. Kuninaka. Read the text below and answer the following questions. Write down only key words.

Hayabusa introduced many future space technologies—its ion engines, for example. Kuninaka Hitoshi, Doctor of Engineering, who developed the ion engines, said, “The development of technology doesn’t always go as you wish. Of course, sometimes I almost felt defeated, but I was determined never to give up making the ion engines.”

Questions	Answer (3 words for the maximum)
(1) What was your job?	
(2) What did you develop?	
(3) What were you determined to do when you were making (2)?	

Step 2 While you are listening to Dr. Itokawa, take notes (key words only).

Job	What did he do?	His ideas

Step 3 Tell your partner what you did using the questions and answers above.

Step 4 Change partners. You can look at answers only.

Attention! Read the sentence below and put / between chunks.

I can pay attention to and find chunks while reading.

The Hayabusa Project was a great challenge because no humans had ever succeeded in landing on, and returning from, any heavenly bodies other than the moon.

Vocabulary 2

Word	Part of Speech	Meaning	Phrase or Sentence
failure	n	⇔ success	
attitude	n.	what you think or feel about something	
operation	n.	the work of a business or group	
defeat	vt.	fail to win or succeed	The Chiba Lotte Marines defeated the Orix Buffaloes.
succeed in ...			She succeeded in winning the election.
name A after B			We named our dog after our grandfather.
be involved in ...		to take part in something	

explorer → cf. explore (v.) heavenly body 天体 the USSR ソビエト連邦
ion イオン

Review S+V(be 動詞以外)+C (C=分詞・形容詞化した分詞) を使いこなそう

See Dual Scope p.218

Sometimes I almost ***felt defeated***. (p.51, l.15-)
A little boy ***came running*** to me.

分詞を〈S + V + C〉の補語として使う。この形をとる動詞は 2 種類ある。

- A. 動詞の後に必ず補語がいる場合
e.g. keep, (), (), () etc.
- B. 動詞の後に補語がなくても成り立つ場合
e.g. come, (), (), () etc.

Questions

- Put the words in order.
(1) George [at / news / seemed / surprised / the].
(2) My sister and I [go / Harajuku / in / shopping / will] tomorrow.