

- 1 Grade : 1st grade English Expression 1
- 2 Material: Departure English Expression 1
- 3 Unit: Lesson 18 Speak with the World
- 4 Aims: The students will be able to write a paragraph about answering the following question; “If I had a foreign language freely, what would you do?”  
The students will be able to make a short speech about the following question; “If I had a foreign language freely, what would you do?”  
The students will understand how to use subjunctive Mood.
- 5 Allotment:  
1st period: Lesson 18 (p.88, 89)  
2nd period: Part 2 (p.90, 90) Today’s lesson

6 Evaluation criteria of this lesson:

①Interest, willingness, and a positive attitude towards communicating in English	②Ability to express themselves (oneself) in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students participate actively in language activities	Students can write and tell their opinion	Students can understand the content of Lesson 18	Students can understand the grammar point and the meaning of words

7 Aims of this lesson

The students will get used to using sentences which used the “Subjunctive Mode”.

The student will be able to write about what they would want to do if they had the ability to use a foreign language freely.

8. Teaching Procedure

Procedure (time)	Students’ Activities	Teacher’s Activities & Teaching Points	Evaluation
Greeting	Exchange Greetings	Exchange Greetings	

<p>Warm up &amp; Review Activities (7 min.)</p>	<ol style="list-style-type: none"> <li>1. Students are given a worksheet No1 and asked to write a clause using subjunctive mood. The paper will be exchanged with their partners.</li> <li>2. Students have to continue writing using the information which is written by the partner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give students a worksheet No1 and let them explain what to do.</li> <li>2. Have the students make sure how to start their description.</li> </ol>	<p>①</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested an written test later</li> </ul>
<p>Reading Activities (Get more Informed) ( 8 min.)</p>	<ol style="list-style-type: none"> <li>1. Students will be asked about languages.</li> <li>2. In pairs, students rank the languages according to the frequency of use.</li> <li>3. Underline the parts which subjunctive mood is used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students close their textbooks, and ask some questions about 1st language and official language.</li> <li>2. Have them open their textbooks and read the text on page 90. Let them fill in the blanks.</li> <li>3. Have them read aloud in pairs while checking their answers.</li> </ol>	<p>②</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested an written test later</li> </ul>
<p>Listening Activities (Listen Up) (10 min)</p>	<ol style="list-style-type: none"> <li>1.Listen to the CD and complete the chart.</li> <li>2.Check the answers in pairs first and next check the answers with the teacher.</li> <li>3.Listen to the CD again and fill in the blanks on their worksheet No2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have them listen to the CD.</li> <li>2. Have them fill in the blanks and check their answers in pairs.</li> <li>3. Give the worksheet No2 and have them listen and and fill in the blanks while listening.</li> </ol>	<p>③</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested an interview test later</li> </ul>
<p>Writing &amp; Activities (10 min)</p>	<ol style="list-style-type: none"> <li>1. Do some brainstorming.</li> <li>2. Write down some ideas in the space of Get Ready to Write section.</li> <li>3. Write a paragraph</li> <li>4. Read aloud what they wrote in pairs.</li> <li>5. Change pairs read their scripts to the partner and take turns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students say what they could do if they had a good command of English.</li> <li>2. Have them write down some ideas using the prompts ①~⑤</li> <li>3. Have them write a paragraph beginning with the phrase”If I had a command of ....” using the language that they have chosen.</li> </ol>	<p>④</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested a written test later</li> </ul>

Speaking and Listening Activities. (10 min)	<ol style="list-style-type: none"> <li>1. Read the paragraph they wrote in pairs. Student A reads and student B listens and takes notes.</li> <li>2. Change pairs and practice speaking. Students try to speak without looking at their scripts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have them read a paragraph first, then, gradually have them try to speak without looking at the worksheet No3.</li> <li>2. Have them change pairs and practice several times in pairs.</li> </ol>	<p style="text-align: center;">⑤</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested an interview test later</li> </ul>
Consolidation (5 min)	Some students present a short speech in front of the class.	Have them try to present their speech in front of the class	<p style="text-align: center;">⑥</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Will be tested an interview test later</li> </ul>

Warm Up

Example

Student A : If I had 10,000,000 yen, I would buy a yacht.

Student B: If I had **a yacht**, I would **go sailing**.

Student A: If I **went sailing**, I might meet **some pirates**.

Student B: If I met **some pirates**, I would **fight against them**.

Let's Try!

Student A : If I had 10,000,000 yen, \_\_\_\_\_.

Student B: \_\_\_\_\_, \_\_\_\_\_.

Student A: \_\_\_\_\_, \_\_\_\_\_.

Student B: \_\_\_\_\_, \_\_\_\_\_.

Student A: \_\_\_\_\_, \_\_\_\_\_.

Student B: \_\_\_\_\_, \_\_\_\_\_.

Get More Informed

**Activity 1**

What language is most frequently used as 1st language? Talk with your partner and rank them.  
Arabic, Portuguese, Chinese, Spanish, English, Hindi

No.1 \_\_\_\_\_ No.2 \_\_\_\_\_ No.3 \_\_\_\_\_ No.4 \_\_\_\_\_ No.5 \_\_\_\_\_ No.6 \_\_\_\_\_

What language is most frequently used as official language? Talk with your partner and rank them.

Arabic, French, Russian, Chinese, Spanish, English, Hindi

No.1 \_\_\_\_\_ No.2 \_\_\_\_\_ No.3 \_\_\_\_\_ No.4 \_\_\_\_\_ No.5 \_\_\_\_\_ No.6 \_\_\_\_\_ No.7 \_\_\_\_\_

**Activity 2**

Open your textbook to page 90. Read the passage and choose words from the box below to fill in the blanks and complete the sentences.

**Activity 3**

Read aloud sentence by sentence in pairs checking your answers together.

No2

Listen Up

Listen to the following English. What do you think the words mean? Complete the chart below.

話す人	聞こえる英語 (カタカナ表記)	実際の意味
オーストラリア人	ガイト・アイト	
インド人	タンクス	
シンガポール人	カパ	
パプア・ニューギニア人	シングシング トクトク	

◇ Dictation ◇

Narrator: Many people in Japan are so used to American or British English that they may find it difficult to understand other kinds of English. ① \_\_\_\_\_, "Passengers for

flight 10, go to Gate Eight (gait ait)"? You might miss the plane if you didn't know

② \_\_\_\_\_. Also, when you hear an Indian person say Tanks,




Listening sheet

**Listen to your partner, and take some notes.**

No	Name	language	What would he/she do?
1			
2			
3			
4			
5			