TEACHING PLAN

I. Class: English Communication I (50 min.)

II. Students: 40 students in the 10th grade

They have already learned basic grammar such as past perfect tense, to-infinitives, gerunds, comparative, participle clauses and relative clauses.

III. Teaching Material: POLESTAR English Communication I
     Lesson 7 The Man Who Made the Map of Japan

IV. Aims of This Lesson:

The students will
1) be able to understand the importance of diligence and perseverance by reading a passage on Ino Tadataka's great accomplishment.
2) develop their skills to obtain a better understanding of the passage by reading with an awareness of chronological order.
3) be able to understand and use 'It is ~ that ...' and phrases with a participle like 'have difficulty doing.'

V. Evaluation Criteria of This Lesson:
1) Interest, willingness, and a positive attitude towards communicating in English
   (a) To participate actively in language activities.
   (b) To try to understand the story about Ino Tadataka and map-making, and tell their own knowledge and ideas about it.
2) Ability to express themselves in English
   (a) To be able to express accurately their thoughts and ideas about the passage.
   (b) To be able to summarize the passage.
   (c) To be able to use correctly 'It is ~ that ...' and phrases with a participle like 'have difficulty doing.'
3) Ability to understand English
   (a) To be able to understand accurately what the writer/the teacher says.
   (b) To be able to make an accurate understanding on Ino Tadataka's life history and how he made maps.
   (c) To be able to understand accurately the chronological order of the passage.
4) Knowledge and understanding of language and culture
   (a) To have appropriate knowledge of the new words and expressions used in this lesson.
(b) To have appropriate knowledge of how to use 'It is ~ that ...' and phrases with a participle like 'have difficulty doing.'

(c) To have appropriate knowledge of Ino Tadakata's life history and his maps.

VI. Aims of This Period:
The students are expected to
1) get a better understanding about Ino Tadakata and the "Ino maps."
2) develop their reading skills and vocabulary.

VII. Allotment of This Lesson:

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<th>Activity</th>
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<td>Lesson 7</td>
<td>Introduction &amp; Part 1 (This Period)</td>
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<td>3rd Period</td>
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<td>Part 2</td>
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<td>Review</td>
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VIII. Teaching Procedure:

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<th>Students' Activities</th>
<th>Teacher's Activities</th>
<th>Evaluation</th>
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<tr>
<td>Introduction of the new material (?)</td>
<td>➤ Answer T's questions about the picture.</td>
<td>➤ Even if Ss do not know about Ino Tadakata, have them read the title of this lesson and notice the map of Japan behind the statue.</td>
<td>1(a)(b) 3(a)</td>
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<td></td>
<td>➤ Listen and Read the introductory part on p.97.</td>
<td>➤ Read the introductory part aloud.</td>
<td>2(a)</td>
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<tr>
<td>Pre-Reading Activities (12)</td>
<td>➤ Guess the content of this part looking at the wordcloud in Think(30sec.)-Pair(1min.)-Share(2min.)</td>
<td>➤ Distribute the handouts.</td>
<td>1(a)(b) 2(a) 3(a) 4(a)</td>
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<td>➤ Check the meaning of the new words in pairs in 1 min.</td>
<td>➤ Show Ss the wordcloud of part 1 on the screen and explain the task.</td>
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<td>➤ Pronounce the new words after T.</td>
<td>➤ Time the task with a stop-watch.</td>
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<td>➤ Check the meaning.</td>
<td>➤ Answer Ss questions if any.</td>
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<td>➤ Answer the derivatives.</td>
<td>➤ Pronounce the new words.</td>
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<td>➤ Call on the students to check the meaning.</td>
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<td>➤ Have them answer derivatives and the antonym of 'regular'.</td>
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<td>➤ If no Ss know the derivatives or the antonym, give them some clues or</td>
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<tr>
<th>Time</th>
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| 1st Reading (4) | Read the passage in 90 sec. to get the main idea.  
See if their guesses were correct. | ▶ Explain the task.  
▶ Time the task with a stop-watch.  
▶ Ask Ss if their guesses were correct. |
| 2nd Reading (10) | Read the passage and phrase the sentence in 90 sec to grasp the outline.  
Check their phrasing in pairs.  
Answer the questions on the handout in Rally Coach.  
Listen to the teacher reading and check their phrasing.  
Share their answers. | ▶ Explain the task.  
▶ Time the task with a stop-watch.  
▶ Answer Ss questions if any. |
| 3rd Reading (15) | Read the passage and answer the questions on their handouts in 5 min.  
Check their answers in groups of 3-4.  
Share their answers. | ▶ Explain the task.  
▶ Time the task with a stop-watch.  
▶ Answer Ss questions if any. |
| Assignment (1) | Listen to the teacher carefully. | Tell the students about the next lesson. |

**Back-up Plans**

▶ If there is anything wrong with the technology, T will explain using the whiteboard or the handout.  
▶ If Ss don’t understand T’s instruction, T will explain again.
Ino Tadataka (1745-1818) was a geographical surveyor in the Edo period. He was the first Japanese who tried to make a set of maps of the whole of Japan. His maps, *Dai Nihon enkai yochi zenzu*, are also called the "Ino maps." To make them, Ino had to do surveys all over Japan. Over a period of 17 years, he traveled almost 44,000 kilometers. That is greater than the distance around the globe.

His maps were accurate even by today's standards. Foreign visitors to Japan were astonished to see them. But what we must remember is that he did his survey without modern technology. There were no electronic instruments for measurement in the 19th century. He used simple instruments like a compass and a tape measure. He also trained himself to walk with regular paces. This helped him to measure distance in difficult places like beaches.

2nd Reading
1. Ino Tadataka was a (       ) in the Edo period.
2. He was the first Japanese who made a set of (       ) of the whole of Japan.
3. He had to do surveys (       ) (       ) (       ).
4. His maps were (       ) even by today's standards.
5. He did his survey without (       ) (       ).
6. He also trained himself to (       ) with (       ) (       ).

3rd Reading
7. To make ______________________ , Ino had to do surveys around the country.
8. The distance he traveled, ______________________ , is greater than the distance around the globe.
9. Foreign people who visited Japan were astonished to see the map because ______________________ .
10. He used simple tools such as ______________________ .
11. He could measure distance in difficult places like beaches because ______________________ .
Lesson 7
The Man Who Made the Map of Japan

New Words
geographical (adj) electronic (adj)
surveyor (n) instrument (n)
survey (n) (v) measurement (n)
distance (n) distant (adj) measure (v)
accurate (adj) tape (n)
standard (n) regular (adj) ↔ irregular
astonish (v) pace (n)

1st Reading

What do you see behind the statue?

2nd Reading
Grasp the outline
Phrase the sentences

ex) Elizabeth told us that she had a marvelous weekend with James Bond.

- Elizabeth told us / that she had a marvelous weekend with James Bond.
- Elizabeth told us / that she had a marvelous weekend / with James Bond.
- Elizabeth told us that / she had a marvelous / weekend (conj. + SV...) (adj. + n.)
  with / James Bond. (prep. + n.)

Read & Phrase(\/) the Sentences

Don't answer the questions yet!

Work with a partner
Rally Coach

Partner A                       Partner B
1) NO PENCILS.                  
2) Say:                          
   "_____ is the answer for #1  
   because _____."               
3) Watch.                      
4) Tell A:                      
   "Nice job!" OR               
   "I disagree because _____." 
5) Write the answer.

Outline of Part 1
1. Ino Tadataka was a (geographical) (surveyor)  
   in the Edo period.                   
2. He was the first Japanese who made a set of (maps) of the whole of Japan.  
3. He had to do surveys (all) (over) (Japan). 
4. His maps were (accurate) even by today's standards. 
5. He did his survey without (modern) (technology). 
6. He also trained himself to (walk) with (regular) (paces).

3rd Reading

Understand the details

Work by yourself

Details of Part 1
7. To make "Ino maps" , Ino had to do surveys around the country. 
8. The distance he traveled, about 44,000 km, is greater than the distance around the globe. 
9. Foreign people who visited Japan were astonished to see the map because his maps were very accurate. 
10. He used simple tools such as a compass and a tape measure. 
11. He could measure distance in difficult places like beaches because he trained himself to walk with regular paces.
Lesson 7
The Man Who Made the Map of Japan

Pre-reading Questions:
1) Do you know how maps are made?
2) 

Let's Talk!

1 When we want to find cities, rivers, or mountains, we look at maps. But who makes them? Here, we read about an early maker of Japanese maps.

Ino Tadataka (1745-1818) was a geographical surveyor in the Edo period. He was the first Japanese who tried to make a set of maps of the whole of Japan. His maps, Dai Nihon enkai yochi zenzu, are also called the “Ino maps.” To make them, Ino had to do surveys all over Japan. Over a period of 17 years, he traveled almost 44,000 kilometers. That is greater than the distance around the globe!

His maps were accurate even by today’s standards. Foreign visitors to Japan were astonished to see them. But what we must remember is that he did his survey without modern technology. There were no electronic instruments for measurement in the 19th century. He used simple instruments like a compass and a tape measure. He also trained himself to walk with regular paces. This helped him to measure distance in difficult places like beaches.

Listening Quiz
1. 2.

CQ1 What is another name for Dai Nihon enkai yochi zenzu?
CQ2 What kind of instruments did Ino use to make his maps?

Can you imagine the distance you have walked so far in your life?