

15 Reading activities

1 Pre-reading activities



Work in groups. Do *one* of these activities *before* you read the text.

A.

You are going to read a text about the earthquake in the picture. What would you like to know about the earthquake? Write down at least *five* questions, which you hope the text will answer.



B.

You are going to read a text about the earthquake in the picture. Try to *imagine* what the text will tell you about:

buildings
boats
people
hills around the city
trains
the land and the sea

C.

You are going to read a text about the earthquake in the picture. Here are some words and phrases from the text. Can you guess how they are used in the text?

the sea-bed the Richter scale a huge wave
tremors massive shocks having a bath
Tokyo and Yokohama

Now read the text.

At two minutes to noon on 1 September 1923, the great clock in Tokyo stopped. Tokyo Bay shook as if a huge rug had been pulled from under it. Towering above the bay, the 4,000 metre Mount Fuji stood above a deep trench in the sea. It was from this trench that the earthquake came, at a magnitude of 8.3 on the Richter scale.

The sea drew back for a few moments. Then, a huge wave swept over the city. Boats were carried inland, and buildings and people were dragged out to sea. The tremors dislodged part of a hillside, which gave way, brushing trains, stations and bodies into the water below. Large sections of the sea-bed sank 400 metres; the land rose by 250 metres in some places and sank in others. Three massive shocks wrecked the cities of Tokyo and Yokohama and, during the next six hours, there were 171 aftershocks.

The casualties were enormous, but there were also some lucky survivors. The most remarkable was a woman who was having a bath in her room at the Tokyo Grand Hotel. As the hotel collapsed, she and her bath gracefully descended to the street, leaving both her and the bathwater intact.

(from *Earthquakes and Volcanoes*: S. Steel)

Here are some of the questions which followed the text.

1. What time did the earthquake start?
What time did it finish?
2. Did it start: a) in the mountains?
b) in the sea?
c) in the city?
3. Beside each sentence, write T (= true), F (= false) or D/K (= we don't know from the text).
 - a) Parts of the sea became deeper.
 - b) A hillside slid down onto the city.
 - c) Most people died by drowning.
 - d) The Grand Hotel survived the earthquake.
 - e) The woman in the bath survived the earthquake.

Three teachers used the questions in different ways.

Teacher A:

My students sat in groups to answer the questions. Then we went through the answers together.

Teacher B:

I asked my students to write the answers to the questions. Then we went through the answers together.

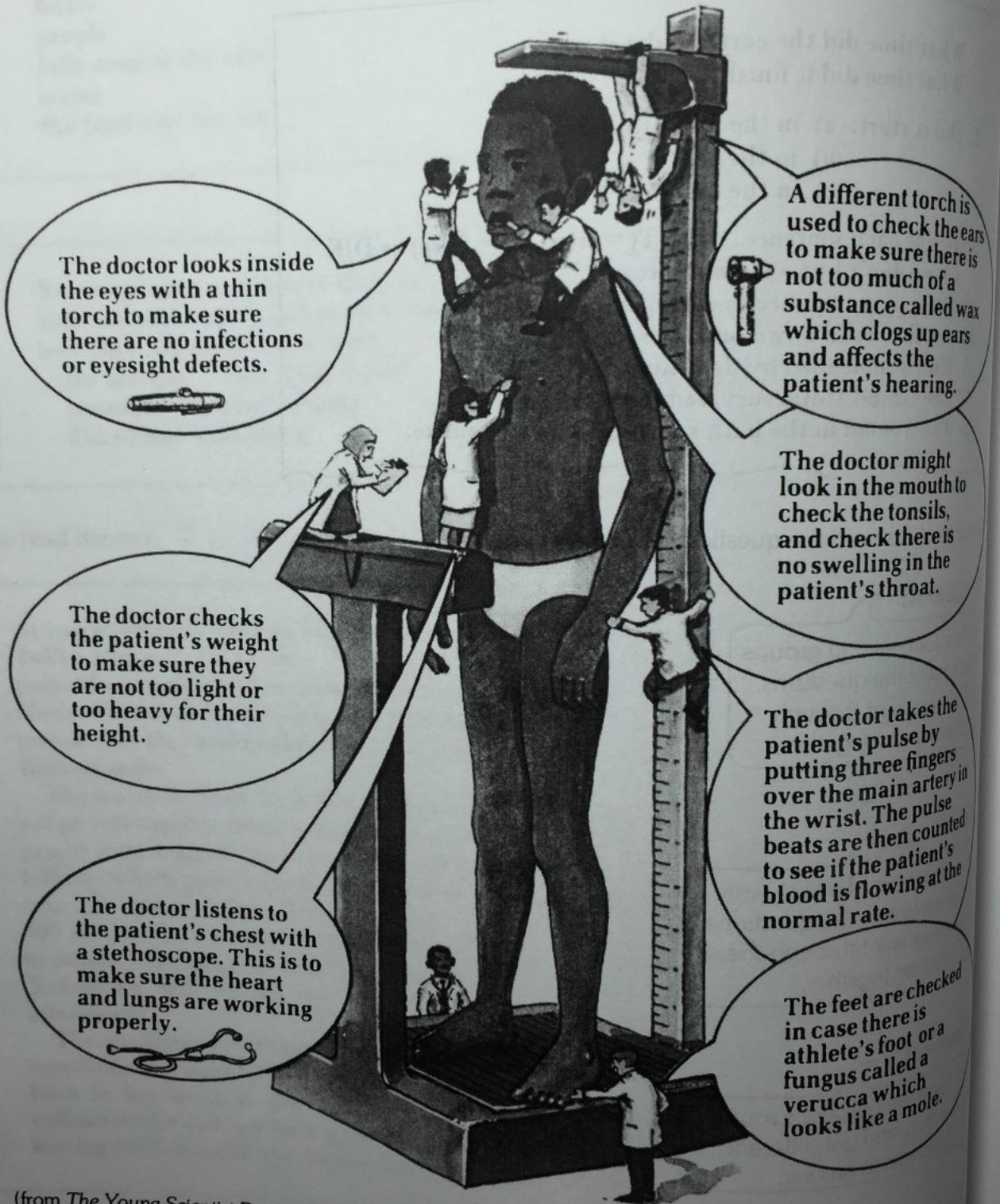
Teacher C:

I asked the questions round the class, and got different students to answer.

Which approach do you think is the most effective? Why?

3 Completing a table

Read the text and complete the table below.



(from *The Young Scientist Book of Medicine*: P. Beasant)

THE DOCTOR

examines:	uses:	wants to know:
a) eyes	torch	i) any infections? ii) eyesight OK?
b) weight		
c)		
d)		
e)		
f)		
g)		

4 Responding to a text

Work in groups. Read this text and answer the questions.

When you are invited to a meal in Thailand, the words of the invitation literally mean 'come and eat rice'. Indeed, nearly all Thai dishes are eaten with rice, which grows there very easily as the climate is warm and there is plenty of rain.

The food is always served in neatly cut up pieces, so there is no need to use knives and forks but, instead, special spoons and forks are used. The Thais used to eat with their hands and there are still some people who eat this way. There is a particular way of doing it. First they wash their right hand in a bowl of water – they only eat with their right hand. They are careful not to let the food touch the palm of their hand. After the meal, the hand is again carefully washed.

The meal is usually made up of several different dishes, all of which are spicy. They are served in bowls which everyone shares, though each person has their own bowl of rice. As Thailand has a long coastline, it not surprising that fish and shellfish play an important part in Thai cooking.

(from *What the World Eats*: T. and J. Watson)



- A.
1. Why is rice a common food in Thailand?
 2. Why is fish a common food?
 3. Why are knives not needed to eat food?
 4. Here are some statements about the traditional way of eating in Thailand.

Which are true, and which are false?

- a) You should wash both hands before eating in Thailand.
- b) You should eat with the fingers of the right hand.
- c) You should wash your right hand after eating.

- B.
1. Write two lists:
 - Things that are the same in Thailand as in your own country.
 - Things that are different in Thailand from your own country.
 2. Imagine you are eating with a Thai family. What would you find most unusual? Why?
 3. Do you think you would enjoy Thai food? Why? Why not?

Compare the questions in A and B. What is the difference between them?

Assignment:

図書館等で、高等学校の1レッスンを選び、そこに出てくる reading 素材を扱うレッスンプランを作りなさい。その際、以下の要素を入れること：

- Pre-reading activities
- Comprehension check & follow-up activities
- Worksheet

お知らせ：

申し訳ありませんが、6月後半の授業が出張で2回休講になります：

6月22日(木) 文部科学省での指導要領改訂会議のため

6月29日(木) Lancaster 大学へ研究プロジェクト会議での出張のため

★マイクロティーチングを行う補講を実施予定 (7月11-13日のどこか)