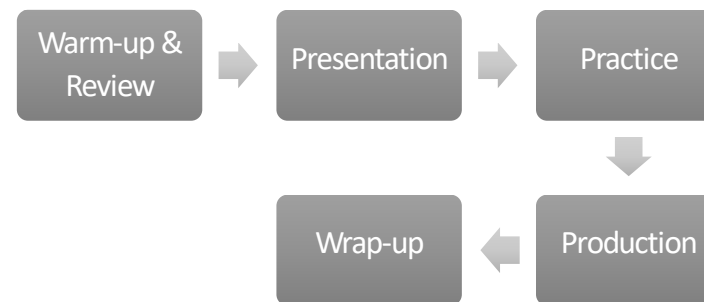


Using a reading text

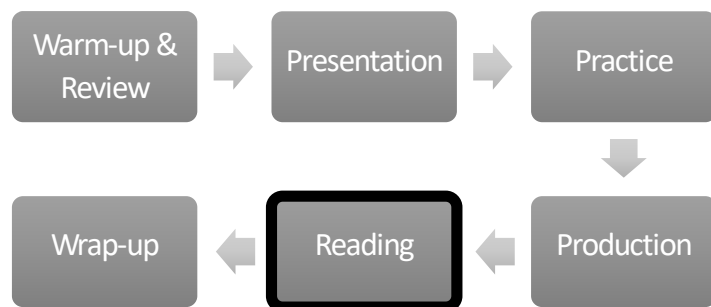
Teach English 5

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Stages of a lesson



Stages of a lesson



今日のポイント

- 読解用テキストはどのように活用するのか？
- 読む前の指導 (Pre-reading activities) は？
- 読んだ後の指導 (Post-reading activities) は？

Read the first part of the text silently.

1 Reading a text

1. Read the first part of the text silently.

How to get preserved as a fossil

Unfortunately the chances of any animal becoming a fossil are not very great, and the chances of a fossil then being discovered many thousands of years later are even less. It is not surprising that of all the millions of animals that have lived in the past, we actually have fossils of only a very few.

There are several ways in which animals and plants may become fossilised. First, it is essential that the remains are buried, as dead animals and plants are quickly destroyed if they remain exposed to the air. Plants rot, while scavengers, such as insects and hyenas, eat the flesh and bones of animals. Finally, the few remaining bones soon disintegrate in the hot sun and pouring rain. If buried in suitable conditions, however, animal and plant remains will be preserved. The same chemicals which change sand and silt into hard rock will also enter the animal and plant remains and make them hard too. When this happens we say that they have become fossilised. Usually only the bones of an animal and the toughest part of a plant are preserved.

Now follow while the trainer reads.

Which technique makes it easier to understand the text?

2. Now follow while the trainer reads.

The soft body parts of an animal or the fine fibres of a leaf may occasionally become fossilised, but they must be buried quickly for this to happen. This may sometimes occur with river and lake sediments but is much more likely to happen with volcanic ash. One site near Lake Victoria, where my parents worked, contained many thousands of beautifully preserved insects, spiders, seeds, twigs, roots and leaves. A nearby volcano must have erupted very suddenly, burying everything in a layer of ash. The insects had no time to escape before they were smothered. (1)-(5)

Caves are another site where fossils are easily formed, and luckily our ancestors left many clues in caves which made convenient shelters and homes. Things that people brought in as food or tools were left on the cave floor, and they were buried by mud, sand and other debris washed in by rivers and rain.

(from Human Origins: R. Leakey)

3. Which technique:

- makes it easier to understand the text?
- is more helpful in developing reading ability?

Workbook activity 1: Demo 1

T: Today we will read about how fossils are formed. Do you know the word 'fossile'?

Ss: No.

T: It's "化石" in Japanese. Plants or animals will "become fossilized". 化石になる。OK? Now listen to this question.

Only very few animal remains become fossils. Why?

OK. Look at the first part of the text in the Teacher's Workbook. I will give you a few minutes. So please read it silently and find the answer to the guiding question.

Comparing Demo 1 and Demo 2

- Understanding the text:
 - 教師が音読して生徒がフォローするのは案外内容を取るには難しい場合が多い
 - Silent reading では生徒は自分のペースで読み、わからなければ繰り返し同じ箇所を読む。→ 内容理解には黙読の方が効果が高い。
- Developing reading ability:
 - 将来つけるべき自然なリーディングの力は、自力で黙読して内容をとることである。このスキルを目標としないといけない。
- Control of the class:
 - 教師はクラスを統率している感じがするので音読を好む
 - しかし実際、どれだけ教師をフォローして一緒に読んでいるかは当てにならない。

Activities before reading

• 読ませる前に行う活動(Pre-reading activities) :

- presenting new words
- giving a brief introduction to the text
- giving one or two 'guiding' questions (orally or on the board) for students to think about as they read.

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Presenting new vocabulary

- テキストにあるすべての単語を導入する必要はない。

Ex) The children were bleebing all over the playground.

- It is a verb (from the form).
- It involves movement.
- It is something children do, e.g. playing or running.

2 New vocabulary

1. Read the text and try to understand the general meaning of the story. (All the words in italics are nonsense words.)

A country girl was walking along the snerd with a roggie of milk on her head. She began saying to herself, "The money for which I will sell this milk will make me enough money to increase my trund of eggs to three hundred. These eggs will produce the same number of chickens, and I will be able to sell the chickens for a large wunk of money. Before long, I will have enough money to live a rich and follentious life. All the young men will want to marry me. But I will refuse them all with a ribble of the head - like this . . ."

And as she ribbled her head, the roggie fell to the ground and all the milk ran in a white stream along the snerd, carrying her plans with it.

2. Now look at the nonsense words again. Can you guess what they might mean?

Activities before reading

- 読ませる前に行う活動(Pre-reading activities):
 - presenting new words
 - giving a brief introduction to the text
 - giving one or two 'guiding' questions (orally or on the board) for students to think about as they read.

Introducing the text

- 読むテキストのテーマを導入する (introduce the theme of the text)
- To help students in their reading: 生徒の読みを助ける
- To increase their interest: 生徒の興味や関心を高める
→ 読もう、読みたいという気にさせる

Introducing the text (1): a simple sentence

T: We are going to read about fossils. The text tells us how animals and plants become fossils.

英語でも日本語でもよい

Introducing the text (2): have discussion

T: Do you know how fossils are formed?
Where do they come from?
Have you ever seen a fossil?
What was it like?

- 教師は内容をしゃべりすぎないことが大事
- 生徒の「知りたい」という気持ちを喚起してリーディングに移行する

Guiding questions

- To give students a reason to read:
 - 生徒に読む動機・目的を与える
 - 「答えを探すように読む」 → information gap を埋めるのと同じ
→ Reading の function の1つ
- To lead (guide) the students towards the main points of the text :
 - 大意をつかむのを助けるような「ポイントはこちら」という質問をする
- Guiding questions はたいてい main points に関してで、比較的短めの答えができ、難易度もあまり高くない方がいい

Good vs bad guiding questions

- | | |
|---|---|
| • GOOD | • BAD |
| • Very few animals remains become fossils. Why? | • What is a fossil? (わかってる) |
| • What kind of fossils are found in caves? | • What are hyenas? (1つの単語はオカ) |
| • How do animals become fossils? | • Where did the volcano erupt? (詳しく) |
| | • Why did the site near Lake Victoria contain such well-preserved fossils? (長い、難しい) |

Purposes of using texts in English classes

- Developing reading comprehension
 - テキストを読み、メッセージを理解する (「読む力」をつける)
- Learning new language
 - テキストを見て、特定の語彙や表現などにフォーカスし、新しい表現を学ぶ

A series of comprehension questions

- | | |
|---------------------------------------|-----------------------------------|
| T: Do most animals become fossilised? | Ss: No, very few. |
| Do most fossils get discovered? | Ss: No, very few. |
| An animal or plant die. What's left? | Ss: the remains. |
| Will the remains become a fossil? | Ss: Not always. |
| What has to happen? | Ss: It has to be buried. |
| If it isn't buried, what happens? | Ss: It's destroyed. |
| What destroys it? | Ss: animals, insects, |
| | the sun, rain, etc. |
| What do insects do? | Ss: They eat the flesh of animals |
| What are scavengers? Can you guess? | Ss: animals like hyenas. |

テキストを教師が短い質問の連続にして、「内容」のチェックを英語の応答で行う
→ こうすることで、テキストを素材にした自然な「英語のやりとり」ができる

よいcomprehension check Qs とは？

- Short, simple questions: break down the meaning of the text and make it easier to understand
テキストの内容を分解して、理解しやすくしてあげる質問
- Ss should only be required to give short answers
生徒は短い答えでよい。「内容確認」が主で言語の練習ではない
- Ss should keep their books open.
暗記ではなく、質問を聴いてテキストを読み直したりするスキルも大事
- It is always a good idea for the teacher to ask his or her own Qs
自前の質問、生徒の反応に応じて質問の仕方を変えたりできる
教科書付属の質問は後でペアで確認したりもできる

3 Preparing for silent reading

1. The new words are in italics in the text.
Write them in two lists:
– words which you would present before reading;
– words which you could leave for students to guess, and deal with afterwards.
2. How would you introduce the text? Decide exactly what you would say.
3. Look at these possible guiding questions. Choose the two which you think would be best.
a) Was the doctor rich?
b) Was the doctor unhappy?
c) What was the young man's problem?
d) Where was the man's pain?
e) What did the doctor advise?

A doctor who worked in a village was very *annoyed* because many people used to stop him in the street and ask his *advice*. In this way, he was never paid for his services, and he never managed to earn much money. He made up his mind to put an end to this. One day, he was stopped by a young man who said to him, 'Oh, doctor, I'm so glad to see you. I've got a *severe* pain in my left side'. The doctor *pretended* to be interested and said, 'Shut your eyes and stick your tongue out of your mouth'. Then he went away, leaving the man standing in the street with his tongue hanging out . . . and a large crowd of people laughing at him.

Follow-up activities

- If texts are fairly short and simple, and contain language which is useful for students to produce as well as understand, they can be used as a basis for the students.
- Post-reading activities ともいう。
テキストの理解ができた後にどのような活動を行うか？

Follow-up activities

5 Follow-up activities

Any of these activities could be done after reading the text. Which type of activity do you think is most useful? Which is best used?

Discussion questions
Do you think he was a good doctor?
How do you think the young man felt?

Reproducing the text
Tell part of the story from these prompts:
Doctor - village - annoyed.
People - stop - annoy - advice.
Never paid - annoy - annoy.

Role-play
Act out the conversation between the doctor and the young man.

Gap-filling
Copy and fill the gaps:
One day, the doctor a young man.
The doctor
He told the man in the street with his tongue

Follow-up activities のタイプ

- リーディングのテーマ → テーマをもとにした自由会話

discussion questions
role play

- テキストの中に出てくる語彙や表現に密着した練習
→ テキストの表現自体を身につけさせたいという目的で行う活動

reproducing the text
gap-filling

最後の Teaching Plan に向けて

- そろそろ自分が最終課題で提出するレッスンの題材となる教科書とレッスンを決めましょう。
- レッソンはどちらでもいいです:
 - P-P-P で中学校レベルのリーディングなしのレッスン
 - P-P-R-P で中学上級～高校のリーディング中心のレッスン
- 今まで習ったテクニックをできるだけ入れて、英語中心の導入～練習を作ってください。