

# Reading Strategies I

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# Class 1

## Unit 1A: Have Aliens Visited Us?

<b>Theme</b>	Aliens and technology
<b>Keywords</b>	aliens, Area 51, technology, scanning
<b>Content</b>	Reading skill: scanning Vocabulary building: usage: research
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

### Pre-Study

What do you think of when you read the word 'mystery'? Make a brainstorm of your ideas below.



Mystery

## Warm Up

Look at the picture below. Do you think aliens are real? If they are, have they visited earth? Discuss with a partner. Take notes below.



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### Reading Comprehension (P. 11)

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

### Vocabulary Practice B (P. 13)

Read the information. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

### Reading Skill: Scanning

When scanning a text, you need to think about what you are looking for. What information are you searching for when you see these question words?

Question word	Information
who	
what	
when	
where	
why	
how	
how long	

## Vocabulary (P. 8-13)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 2

### Unit 1B: The Lost City of Atlantis

<b>Theme</b>	Ancient mysteries and moral tales
<b>Keywords</b>	Atlantis, legend, mystery, moral, skimming
<b>Content</b>	Reading skill: skimming Vocabulary building: usage: solid
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

Some people believe that the story of Atlantis is a moral tale. What other stories about morals do you know?

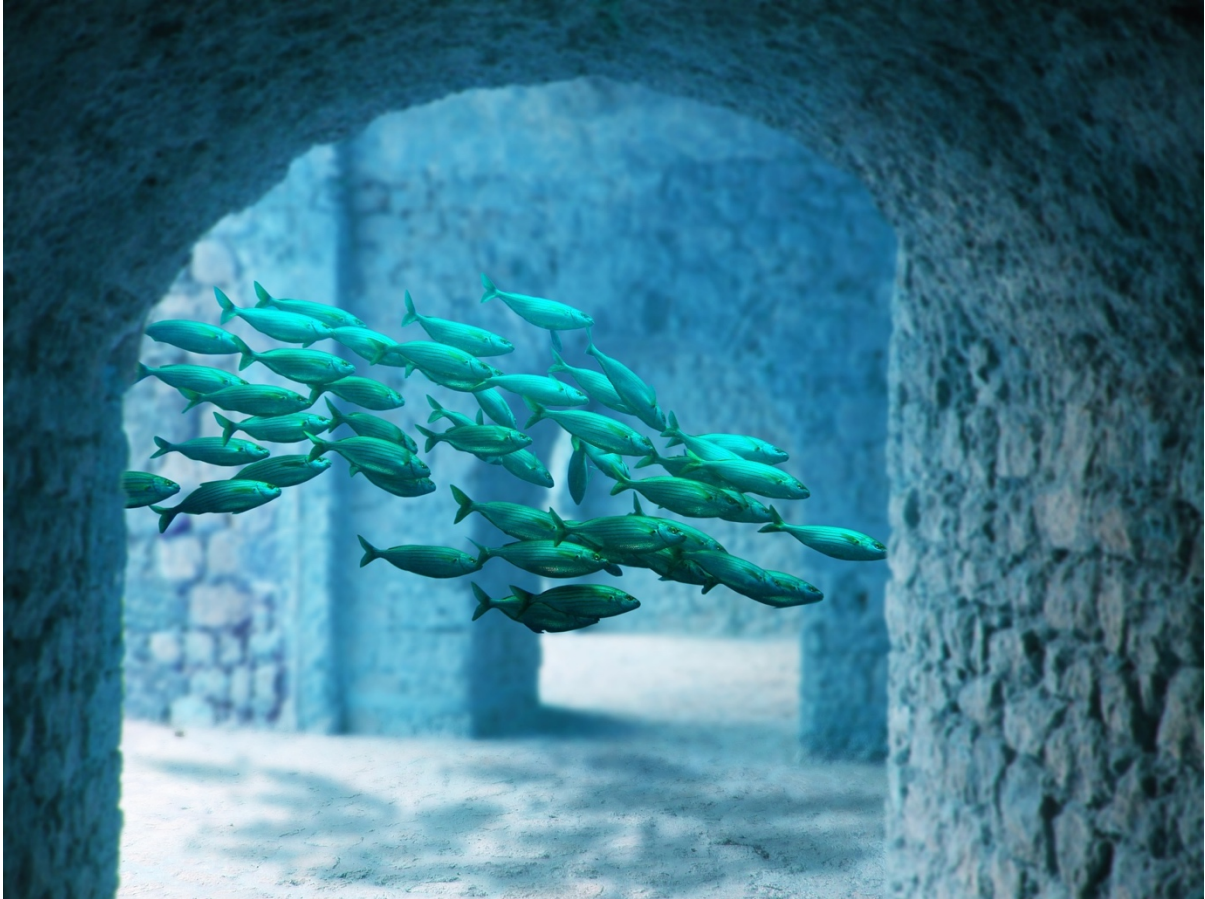
Story name:

Main characters:

What happens in the story? What is the moral?

## Warm up

Look at the picture below. What can you see? What do you think has happened?



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I think...

### Reading Comprehension (P. 16)

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

### Vocabulary Practice B (P. 18)

Read the sentences. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

### Reading Skill: Skimming

Skimming can help you find the topic of a text, and scanning helps you to find specific information. When do you use skimming and scanning in real life?

Skimming	Scanning

## Vocabulary (P. 14-18)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]



## Class 3

### Visual Literacy: Loch Ness Mystery

<b>Theme</b>	Mysterious animals
<b>Keywords</b>	visual literacy, Scotland, monster
<b>Content</b>	Visual literacy: the legend of the Loch Ness Monster
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Warmer

Sometimes people believe they have seen strange creatures, such as mermaids. Do you think this could be true? Why might people say they have seen such creatures?


## Visual Literacy Practice 1

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



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## Visual Literacy Practice 2

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



Native American population per county.pdf by Stephen Krupa is licensed under CC BY-SA 3.0


### Visual Literacy Practice 3

Watch the video your teacher shows you. Take notes in the table below.

People	Places	Activities

### Visual Literacy Practice 4

Think about the images and video you have viewed. How are they connected? What are the main ideas in each? Make a concept map. Compare it with a partner. What is the same? What is different?

## Class 4

### Unit 2A: The History of Pizza

<b>Theme</b>	The history of pizza
<b>Keywords</b>	food, pizza, history, parts of a passage
<b>Content</b>	Reading skill: identifying the parts of a passage Vocabulary building: word partnership: basic
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

What is your favourite food? Write some information about it below. Paste a picture in the box.

Food:	
Where is it from?	
What is it made of?	
Why do you like it?	



## Warm Up

Look at the picture. What do you like on pizza? Where does pizza come from?



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### Reading Comprehension (P. 25)

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

### Vocabulary Practice A (P. 27)

Read the information. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

### Reading Skill: Identifying Parts of a Passage

Identifying the parts of a passage helps us to understand what it is about. Go back to unit 1. What parts of a passage can you find? Check the boxes.

Parts of a passage	Unit 1A	Unit 1B
Title		
Subheadings		
Main text	√	√
Photos		
Illustrations		
Captions		
A globe		
A map		
Footnotes		

## Vocabulary (P. 22-27)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 5

### Unit 2B: The Hottest Chilies

<b>Theme</b>	Chilies and their heat
<b>Keywords</b>	chili, spicy, hot, capsaicin, pronouns
<b>Content</b>	Reading skill: pronoun reference Vocabulary building: word partnership: painful
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

In this unit, we will read about spicy foods. What spicy foods can you think of?

Indian curry	

## Warm up

Look at the picture below. Do you like spicy foods? Which foods do you like? Discuss with your group and take notes below.



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## Reading Comprehension (P. 30)

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

## Vocabulary Practice B (P. 32)

Read the sentences. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

## Reading Skill: Pronoun Reference

Pronouns are used instead of nouns. Some examples include *he*, *she*, *it*, *they* and *them*. What other examples can you think of?

## Pronouns

he    she    it    they    them

## Vocabulary (P. 28-32)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]



## Class 6

### Visual Literacy: A Taste of Mexico

<b>Theme</b>	The culinary traditions of Oaxaca
<b>Keywords</b>	visual literacy, Mexico, tradition
<b>Content</b>	Visual literacy: learning about the traditional region of Oaxaca
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Warmer

What do you know about Mexico and its food? Take notes below.


## Visual Literacy Practice 1

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



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## Visual Literacy Practice 2

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



Statue of sleepwalker.jpg by Herzi Pinki is licensed under CC BY-SA 3.0


### Visual Literacy Practice 3

Watch the video your teacher shows you. Take notes in the table below.

People	Places	Activities

### Visual Literacy Practice 4

Think about the images and video you have viewed. How are they connected? What are the main ideas in each? Make a concept map. Compare it with a partner. What is the same? What is different?

## Class 7

### Unit 3A: Training Grizzlies

<b>Theme</b>	Training animals for work
<b>Keywords</b>	Training, bears, unusual, definitions
<b>Content</b>	Reading skill: finding the correct definition of a word in a dictionary Vocabulary building: thesaurus: difficult
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

There is a saying in the entertainment business: “Never work with children or animals.”  
What do you think this means?




## Warm Up

Look at the picture. What are the animals doing? Can you think of other examples of working animals?



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**Reading Comprehension (P. 38)**

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Vocabulary Practice B (P. 40)**

Read the information. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

**Reading Skill: Finding Correct Definitions in a Dictionary**

Words in a dictionary often have many definitions. You need to use context to find the right definition. Fill in the information for the underlined words.

Sentence	Part of speech	Japanese meaning
1. She <u>lead</u> the animal to the barn.		
2. Don't tell her any secrets, she's a <u>grass</u> .		
3. He is a <u>well-read</u> person.		
4. Please stop <u>horsing</u> around!		
5. He looks very <u>smart</u> in his new suit.		
6. The dog started <u>pawing</u> at my leg.		

## Vocabulary (P. 36-40)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 8

### Unit 3B: Getting the Shot

<b>Theme</b>	An interview with a wildlife photographer
<b>Keywords</b>	animals, photography, interview, commas
<b>Content</b>	Reading skill: understanding the use of commas Vocabulary building: word partnership: spend
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

Do you like taking photos? Paste one of your best photos below. Answer the questions.

When did you take this photo?	
Where did you take it?	
What is in the picture?	
Why do you like it?	

## Warm up

Look at the picture below. What do you like taking photos of? Would you like to do it as a job?



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**Reading Comprehension (P. 44)**

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Vocabulary Practice B (P. 46)**

Read the sentences. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

**Reading Skill: Understanding the Use of Commas**

Read the sentences below. Add or remove commas where necessary. If a sentence doesn't have any problems, write 'OK' at the end.

1. In the end I didn't go.

2. I am, however, a pretty good, chef.

3. I enjoy reading listening to music, and walking.

4. I went to Honolulu, Hawaii, in the summer vacation.

5. I went, to her party but I didn't speak to anyone.

6. Can you please pass me, the salt?

7. I want to study English, so I go to the SALC every day.

## Vocabulary (P. 41-46)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 9

### Visual Literacy: Right Dog for the Job

<b>Theme</b>	Service dogs
<b>Keywords</b>	service dog, trainer, job, needs
<b>Content</b>	Visual literacy: how service dogs are trained
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Warmer

Some dogs can do useful work for humans. What kind of work can they do? Where can they work?


## Visual Literacy Practice 1

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



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## Visual Literacy Practice 2

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



Service Dog in Oslo 2013.JPG by PersianDutchNetwork is licensed under CC BY-SA 3.0


### Visual Literacy Practice 3

Watch the video your teacher shows you. Take notes in the table below.

People/Animals	Places	Activities

### Visual Literacy Practice 4

Think about the images and video you have viewed. How are they connected? What are the main ideas in each? Make a concept map. Compare it with a partner. What is the same? What is different?

## Class 10

### Unit 4A: I've Found the Titanic!

<b>Theme</b>	The rediscovery of the Titanic
<b>Keywords</b>	Titanic, shipwreck, rediscovery, main idea
<b>Content</b>	Reading skill: identifying a paragraph's main idea Vocabulary building: usage: agree
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

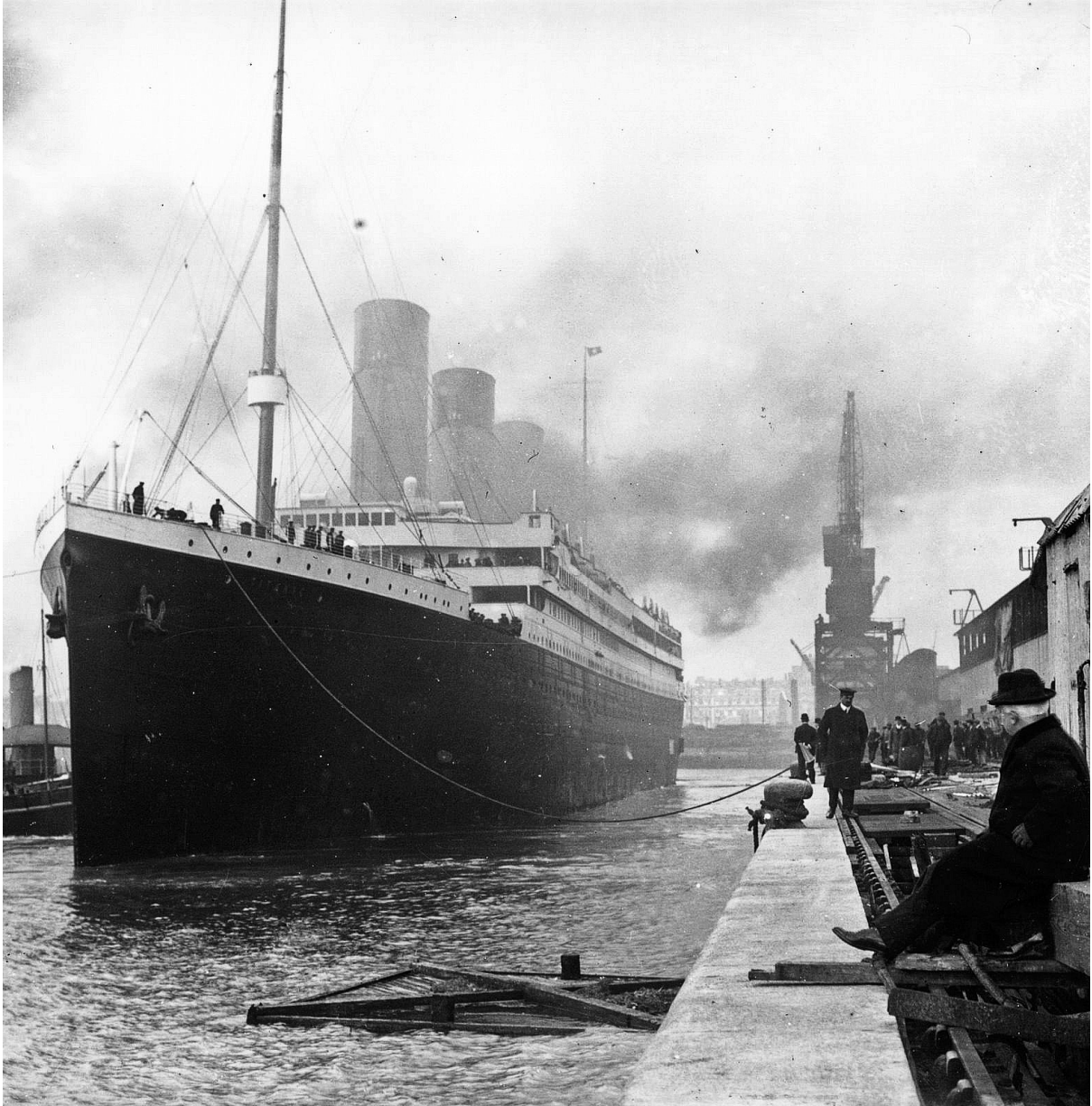
#### Pre-Study

Do you know of any famous shipwrecks? Fill in the information below. You can find information on the internet to help you.

Name of ship:	
Place it sank:	
Date it sank:	
Reason it sank:	
Why is it famous?	

## Warm Up

Look at the picture. Do you know anything about this ship?



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**Reading Comprehension (P. 53)**

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Reading Skill B (P. 54)**

Read the information. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

**Reading Skill: Identifying a Paragraph's Main Idea**

Make a pair. Choose a passage we have already read. Write the main idea of each paragraph. Compare your ideas with your partner's.

Paragraph	Main idea
1	
2	
3	
4	
5	

## Vocabulary (P. 50-55)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 11

### Unit 4B: Treasure Ship

<b>Theme</b>	A valuable shipwreck
<b>Keywords</b>	treasure, shipwreck, history, compound subjects and objects
<b>Content</b>	Reading skill: recognising compound subjects and objects Vocabulary building: usage: coast/beach
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

What do you think of when you read the word 'treasure'? Make a mind map.



Treasure



## Warm up

Look at the picture. It shows a shipwreck. Why do shipwrecks happen? Discuss your ideas with a partner.



Public domain




**Reading Comprehension (P. 58)**

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Vocabulary Practice A (P. 60)**

Read the sentences. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			
Q7			

**Reading Skill: Recognizing Compound Subjects and Objects**

Make a pair. Choose a passage we have already read. Find the compound subjects and objects and write them below. Compare your ideas with your partner's.

Compound subjects	Compound objects

## Vocabulary (P. 56-60)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 12

### Visual Literacy: Saving Ocean Life

<b>Theme</b>	Protecting the ocean from commercial fishing
<b>Keywords</b>	fishing, protection, shipwreck
<b>Content</b>	Visual literacy: how shipwrecks protect the ocean from trawler nets
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Warmer

Do you like eating fish? Do you know where the fish you eat comes from? Write what you know below.


## Visual Literacy Practice 1

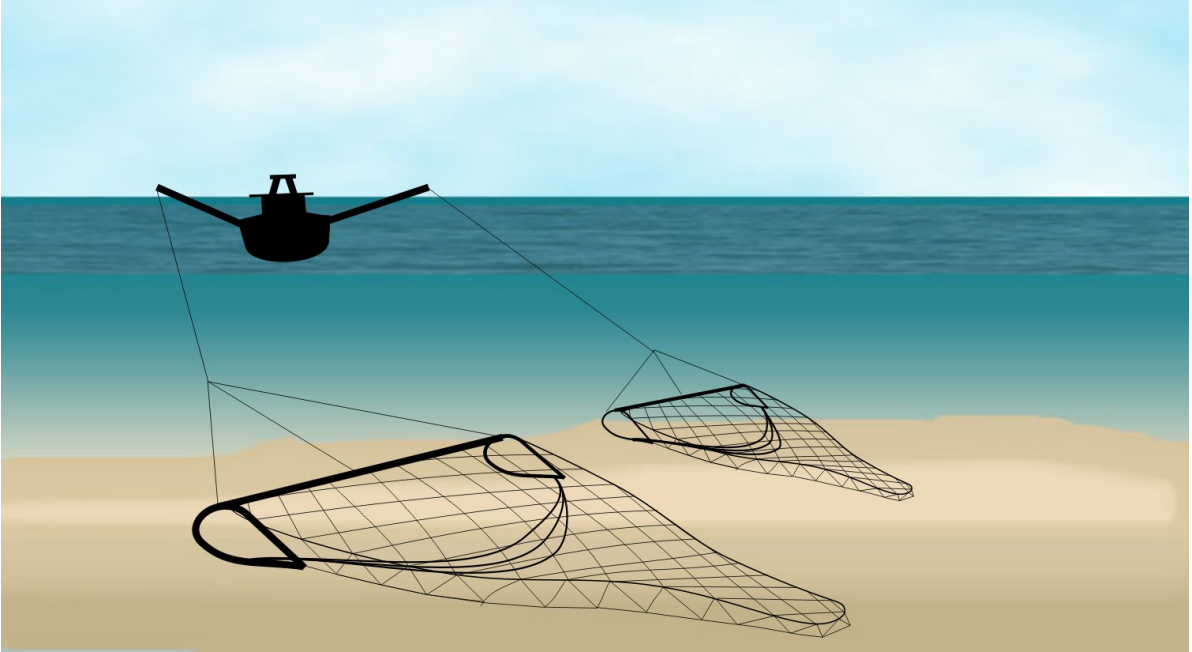
Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



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## Visual Literacy Practice 2

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



Ecomare - tekening visserijtechniek boomkorvisserij (boomkorvisserij-schema-300dpi-ogb).jpg by Ecomare/Oscar Bosis licensed under CC BY-SA 4.0


### Visual Literacy Practice 3

Watch the video your teacher shows you. Take notes in the table below.

People	Places	Activities

### Visual Literacy Practice 4

Think about the images and video you have viewed. How are they connected? What are the main ideas in each? Make a concept map. Compare it with a partner. What is the same? What is different?

## Class 13

### Unit 5A: At the Scene of a Crime

<b>Theme</b>	Crime scene investigation
<b>Keywords</b>	crime, science, investigate, inference
<b>Content</b>	Reading skill: inferring meaning Vocabulary building: word partnership: space
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

What kind of jobs use science? Make a list of as many as you can think of.

Jobs that use science



## Warm Up

Look at the picture. What is this man doing? What is his job?



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**Reading Comprehension (P. 67)**

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Reading Skill B (P. 138)**

Read the information. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

**Reading Skill: Inferring Meaning**

When you infer meaning, you understand information that isn't written directly. Read the sentences below. What is being inferred?

Sentence	Inference
1. Please open the window.	The person is hot.
2. Is there a McDonalds around here?	
3. The bus still hasn't arrived yet?	
4. I can't hang out this weekend, I have a test on Monday.	
5. Don't forget to take an umbrella today!	

## Vocabulary (P. 64-69)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 14

### Unit 5B: The Disease Detective

<b>Theme</b>	Finding the cause of a mysterious illness
<b>Keywords</b>	disease, mystery, investigate, science, purpose
<b>Content</b>	Reading skill: identifying the purpose of a paragraph Vocabulary building: word link: -ous
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Pre-Study

In this unit, we will read about how a doctor found what was making some children ill. What kinds of things can make us ill? Write a list.

old food

## Warm up

Look at the picture. What does it show? Where did it come from?



Hand print on a large TSA plate from my 8 ½ year old son after playing outside by Tasha Sturm


### Reading Comprehension (P. 72)

Read the passage. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			

### Vocabulary Practice B (P. 74)

Read the sentences. Write your answers below. Then write your group's answers and the correct answers.

	My answers	Group answers	Correct answers
Q1			
Q2			
Q3			
Q4			
Q5			

### Reading Skill: Identifying the Purpose of a Paragraph

Identifying the purpose of a paragraph can help you understand the whole passage better. Look back at the passage on pages 65-66. What is the purpose of each paragraph?

Paragraph	Main idea
1	<i>to introduce a topic</i>
2	
3	
4	
5	
6	



## Vocabulary (P. 70-74)

Write the **red** words from today's lesson in the chart below. Check your dictionary to find the part of speech and the Japanese definition. Write the example sentence from the book.

[illegible]

## Class 15

### Visual Literacy: Virus Detectives

<b>Theme</b>	Finding the source of new diseases
<b>Keywords</b>	virus, disease, investigate, science
<b>Content</b>	Visual literacy: how scientists track new diseases to their source
<b>Pre-study</b>	Students should complete assigned homework as well as assigned readings and come to class prepared with the necessary course materials. (2h)
<b>Review</b>	Students should regularly read graded readers, study their course vocabulary and ask the teacher about any unclear points. (2h)

#### Warmer

Have you ever experienced a big storm? Talk to your partner. Take notes below.

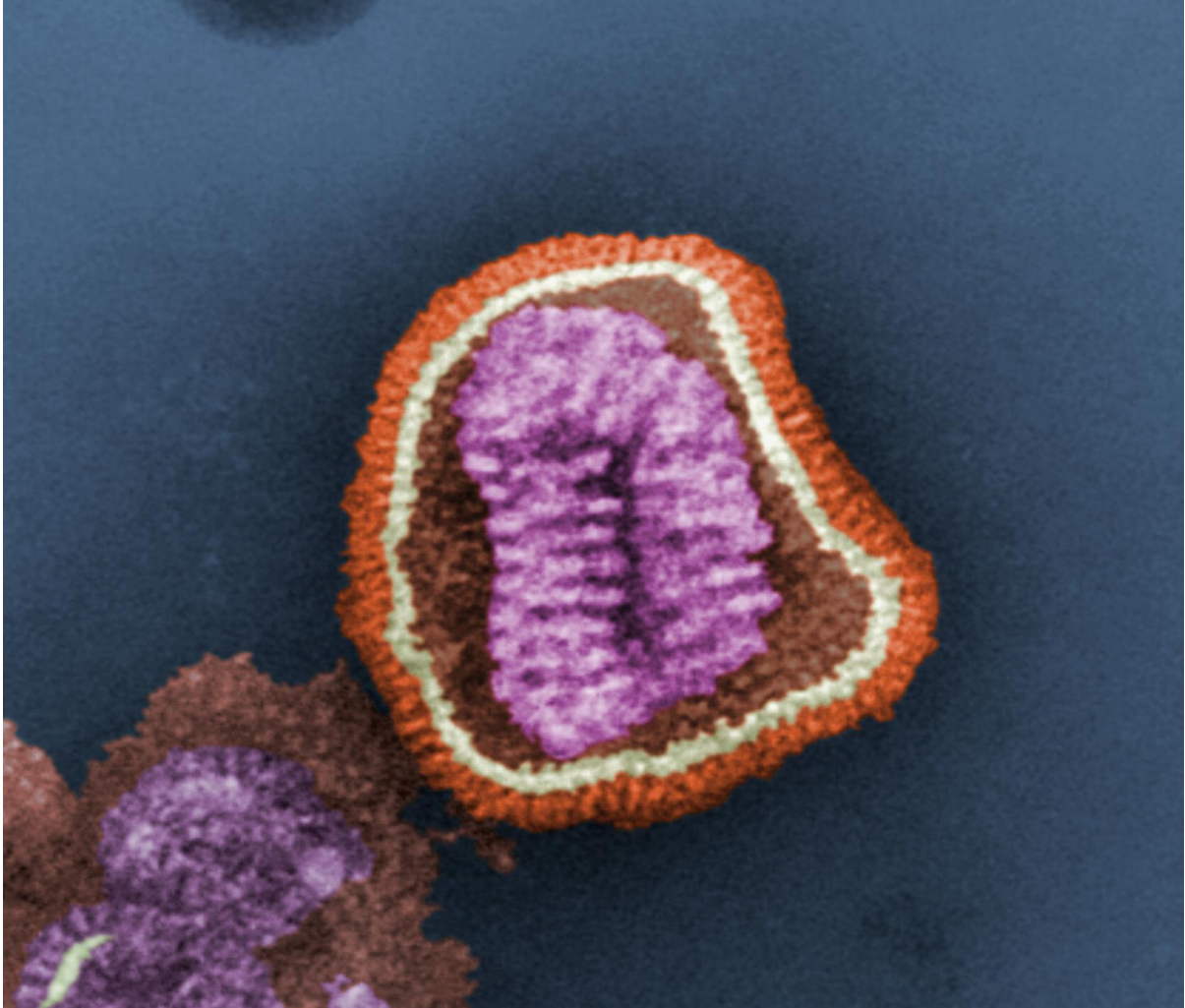
Have you ever experienced a big storm?

When did it happen?

How did you feel?

## Visual Literacy Practice 1

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



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## Visual Literacy Practice 2

Look at the image below. What is this image telling us? What do you see that makes you say that? What else can you find?



First cholera pandemic - Southeast Asia.PNG by שועל is licensed under CC BY-SA 4.0


### Visual Literacy Practice 3

Watch the video your teacher shows you. Take notes in the table below.

People/Animals	Places	Activities

### Visual Literacy Practice 4

Think about the images and video you have viewed. How are they connected? What are the main ideas in each? Make a concept map. Compare it with a partner. What is the same? What is different?

Reading Strategies I

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