

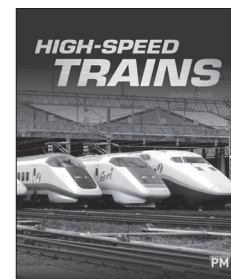
# High-Speed Trains

PM Level 26

Emerald

**Text Type** Information Report (Informative), Explanation (Informative)

**Running Words** 1540



## Preparing for Guided Reading

### Prior knowledge

- Have students share experiences of train travel, including long-distance and suburban rail. Ask them if they thought this was a good way to get from one place to another.

### Orientation to the text

- In this book, students learn about various high-speed trains around the world, some that run on tracks and others that use magnetic levitation to increase their speed and efficiency. They learn about the history of these trains, and how their technology has developed over recent decades.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of quotation marks to denote key terminology in the book, e.g. “fast trains”, “bullet trains”, “maglev”, “magnetic levitation”.
- Talk about the use of phrases in the text that denote dates or timespans, e.g. *until recently*; *today*; *in April 2015*; *in 1964*; *before the 1960s*; *in the 1960s*; *since the introduction of the Shinkansen bullet trains*.

### Vocabulary

#### Key vocabulary

*adjusted, aerodynamic, axles, insulated, levitation, magnetic, minimum, network, outlying, queues, sleek, specifically, streamlined, system, tapered, trains, vibrated*

### Spelling

- Discuss the use of hyphenated words to create important adjectives in the text, e.g. *high-speed*, *traffic-control*.
- Talk about the word *maglev* and how it is a compound word made from abbreviations of two other words, *magnetic* and *levitation*.

### Visual literacy

- Focus students' attention on the map on p. 11. Have them name the cities the Talgo 350 trains visit, and discuss why they might not always be able to travel in straight lines.

### Focusing on the book – guided reading

- After reading pp. 2–3, discuss how fast trains make it possible for people to work long distances away from home, without having to spend many hours in a car or bus each day.
- Read pp. 4–5 and discuss the criteria for classifying a train as a “fast train”. Ask students why they think a minimum speed limit would be part of the requirements.
- Have students name the countries that run fast trains and determine if their own home country is one of them. If not, have them suggest reasons why this has not happened yet.
- Ask students to read about the different types of fast trains around the world, and ask them to observe the similarities and differences in design between these trains.
- Discuss the *Shinkansen*, and why safety considerations are so vital for trains that travel at such high speeds.
- Discuss automatic train control as used on the *Shinkansen*. Ask students how difficult they think it would have been to develop this system.

### Comprehension

- Which two cities does the *Eurostar* travel to from London? (*Literal*)
- How does the tapered front of a fast train help it to travel faster? (*Inferential*)
- How did other countries react to the development of the bullet train? (*Applied Knowledge*)

### Follow-up activities

- Have students choose a country on the map on pp. 6–7 that does not have a high-speed rail line of its own. Ask students to draw a map of this country and add in a rail line that could connect its main cities efficiently.
- Have students draw a design for the front carriage of their own high-speed train. Have them think of a suitable name for the train, and plan where it would take its passengers and how often.

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## Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.
- \_\_\_\_\_

## Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up