

SCIENCE AND ENVIRONMENT

NEW AI used to prepare Tokyo for possible disaster related to Mount Fuji

October 01, 2025

Listening

00:00 / 01:29

Warm Up



Helpful Words and Phrases

Listen and repeat.

聞いてリピートしましょう。

- 1 **erupt** 噴火する
ex. When the volcano erupted, many families in the area had to leave their homes.
- 2 **a simulation** シミュレーション
ex. The city ran a simulation of an earthquake to train people on how to act during an actual earthquake.
- 3 **preparedness** 準備、備え
ex. The city taught people about preparedness before the storm came.
- 4 **ash** 灰
ex. People wore masks because ash and smoke were in the air after the fire.
- 5 **arm** ～で武装する、備える
ex. Scientists usually arm themselves with maps and guides when visiting unknown places.

Article

Read the article below and answer your tutor's questions.

記事を読んで講師からの質問に答えましょう。

Font size 文字サイズ S M L

Mount Fuji has not **erupted** since 1707. But Japanese officials released videos made using AI showing a **simulation** of what could happen if the active volcano were to **erupt** again. The videos are part of Volcanic Disaster **Preparedness** Day. They are meant to help the 37 million people in the Tokyo area understand the risks.

What do the videos released by Japanese officials show?
A simulation of what could happen if the active volcano (Mt. Fuji) were to erupt again.

One video shows **ash** covering central Tokyo within hours. It stopped trains, cut food and power, and caused health problems. The video ends with the message: "We need to **arm** ourselves with facts and prepare for disaster." It also shows a family with enough food and first-aid supplies.

What message did the video show at the end?
"We need to arm ourselves with facts and prepare for disaster."

The Tokyo government explained there are no current signs of Fuji **erupting**. The goal is only to give people correct knowledge and steps to follow in case of an emergency. Some people, however, felt worried and confused by the videos. But

IMPORTANT: Effective feedback is specific to the student's actual performance.

Copy the easy-to-use template on a NOTEPAD. Use this template to take note of the student's performance all throughout the lesson.

Click to Copy

日本語表示

Warm Up

2 Mins

- 1 Introduce the article category.
 - "Today, we have a Science and Environment article."
- 2 Read the title.
- 3 Introduce the Warm-up questions.
 - "I have a few warm-up questions for you."
- 4 Ask the questions below.
 - Is there a volcano near where you live?
 - Have you ever been to Mt. Fuji?
- 5 Transition to the next section.
 - "Good! Now let's look at the Helpful Words and Phrases."

Helpful Words and Phrases

2 Mins

- 1 Read the instructions.
- 2 Read the first word/phrase and ask the student to repeat. Correct their pronunciation if necessary.
- 3 Read the example sentence and ask the student to repeat.
- 4 Repeat Steps 2-3 with the remaining words/phrases.
- 5 Ask if everything is clear.
- 6 Transition to the next section.
 - "Great! Let's go to the next section!"

Article

6-8 Mins

- 1 Introduce Article.
 - "Okay, now let's do Article."
- 2 Read the instructions.
- 3 Have the student read the first paragraph aloud.
- 4 Ask the first comprehension question.
 - ♦ The student's answer may vary from the given answer. Accept any reasonable answer.
- 5 Repeat Steps 3-4 with the remaining paragraphs and comprehension questions.
- 6 Ask if the student has any questions about the article.
- 7 Give brief feedback on the student's pronunciation of the article.
 - ♦ Limit this to 2-3 corrections.
 - ♦ If the student made a lot of mistakes, focus on the biggest ones.
- 8 Transition to the next section.
 - "Good! Let's go to the next section!"

emergency. Some people, however, felt worried and confused by the videos. But Hiromi Ooki, who lives in Mishima City, said, "Nature's power is so great that maybe it's better if it scares us a little." Japan often faces natural disasters, such as earthquakes, storms, floods, and tsunamis. So, the country carefully prepares for them.

According to the Tokyo government, what is the goal of the videos?

The goal is only to give people correct knowledge and steps to follow in case of an emergency.

This material was based on an article by The Associated Press.

Discussion

Choose a topic and discuss the questions with your tutor.

トピックを選び、質問に基づいて議論しましょう。

Disaster Preparedness

- Mount Fuji has not erupted since 1707 and has no signs of erupting soon. Do you think people should still prepare for this disaster? Why or why not? Discuss.

follow-up questions

- If yes: How could preparing for Mount Fuji also help with other types of disasters?
- If no: What other disasters do you think are more likely to happen?

- The video ends with a message: "We need to arm ourselves with facts and prepare for disaster." How do you think facts and correct information can help people prepare for disasters? Discuss.

follow-up questions

- What facts or information should people know to prepare for a disaster (ex. evacuation centers, safety rules)?
- What problems might happen if people believe rumors instead of facts?

- One citizen said, "Nature's power is so great that maybe it's better if it scares us a little." Do you agree that fear of nature's power can help people prepare better for disasters? Why or why not? Discuss.

follow-up questions

- If yes: How can fear actually motivate people to take action (ex. pay attention to public service announcements)?
- If no: How might fear sometimes make people react in the wrong way during disasters (ex. they might panic)?

AI Simulations

- Japanese officials showed an AI simulation of what could happen if Mount Fuji erupted again. Which do you think is more powerful: watching an AI simulation or hearing an explanation? Why? Discuss.

follow-up questions

- If watching an AI simulation: What kind of details can you notice in a simulation that are hard to explain with words?
- If hearing an explanation: Do you think people trust spoken information more than videos sometimes? Why?

- In what areas of our daily lives can AI simulations be helpful (ex. education, medicine)? Discuss.

follow-up questions

- When used in education, what subject would be most exciting to learn this way (ex. science, math)?
- How could they be used in work or health?

- If you could see an AI simulation about your city, what kind of scenario would you choose (ex. your city 100 years later, your city after a disaster)? Why? Discuss.

follow-up questions

- What could people learn from watching this kind of simulation?
- How do you think people in your city would react to seeing this simulation?

Discussion

10-12 Mins

- Introduce Discussion.
 - "Okay, now let's do Discussion."
- Read the instructions.
- Read the topics and ask the student to choose one.
 - If the student cannot decide, choose a topic for them.
- Ask the first line of questions for the chosen topic.
- Ask the follow-up questions to make the student produce more.
 - You can add your own follow-up questions and comments to make the conversation natural.
- After your discussion for the question is done, give brief feedback on the student's vocabulary, grammar, and/or pronunciation.
 - Limit this to 2-3 corrections.
 - If the student made a lot of mistakes, focus on the biggest ones.
- Repeat Steps 4-6 with the remaining questions for that topic.
- If time allows, repeat Steps 4-6 with the other topic.
 - "We still have time, so let's do the other topic too!"
 - Continue as time allows. You do not have to ask all the questions.
- Transition to the last section.
 - "Well done! Let's go to the last section!"

Feedback

PERSONALIZED FEEDBACK

RANGE

表現の幅
言葉などの程度使えるか

COHERENCE

一貫性
論理的な話し方ができるかどうか

PHONOLOGY

音韻
発音が相手にとって聞き取りやすいか

PERSONALIZED FEEDBACK GUIDE

Focus on...

example feedback

RANGE the ability to use a wide variety of vocabulary	words the student learned + words the student misused or struggled to produce	overcharge - set the price too high plus tax - used for prices that don't have tax included
COHERENCE	the length of the student's	You: Gave short answers.

Feedback

3 Mins

- Introduce Feedback.
 - "Okay, now let's do Feedback."
- Give feedback on the student's range, coherence, and phonology using the template below.
 - Refer to the Personalized Feedback Guide for more information.
- Wrap up the lesson.
 - "You did a great job! Thank you very much for today."

REMEMBER: Effective feedback is specific to the student's actual performance.

Use this template to give the student feedback.

the ability to speak logically and at length	answers + whether or not the student used connectors to link sentences	Better: Expand your answers by adding more details. You: Did not connect sentences. Better: Use connectors like "but" and "because" to link sentences together.
PHONOLOGY the ability to pronounce and stress words/sentences understandably	pronunciation mistakes + unnatural stress of words/sentences	investigation [in-ves-tih-GAY-shun] You said: BECAUSE of this, ... Better: Because of THIS, ...

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Personalized FEEDBACK

RANGE
[word] - [meaning]

COHERENCE
You:
Better:

PHONOLOGY
[word] [pro-nun-see-AY-shun]

You said:
Better:



PREVIOUS
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Sports

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- 情報セキュリティ方針
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- 特定商取引法に基づく表示
- サイトマップ
- 運営会社
- 採用情報
- お問い合わせ