

CLASS ACTS

Issue No. 10 Sept/Oct 1997

Well it seems to have been a long time since I put pen to newsletter. I don't know about all of you but I've just had the pleasure of a few weeks and a few pints of the foaming ale back in England. And very nice it was too. I dropped in on Korea on my way back for a quick double presentation. Thank you all in Andong. Your help and hospitality was much appreciated.

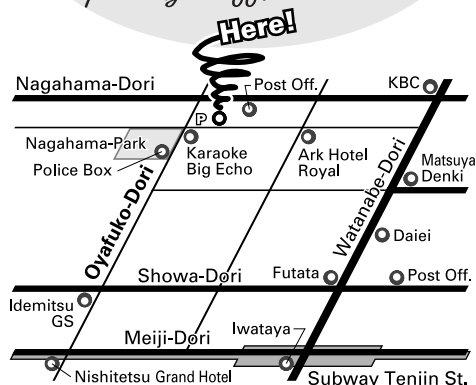
Paul Shimizu

Fukuoka JALT event

- Title** Get Your Children Going with Games and Video! (plus children's educational materials display by Kinokuniya Book Store)
- Speaker** Karen Fraser
- Date** Sunday, Sept 28, 1997
- Time** 2:00 to 5:00
- Place** Aso Foreign Language Travel College Hakataekiminami 2-12-24, Fukuoka (10 minutes from Hakata Station)
- Fee** Free for JALT members; 1000 yen for non-members
- Info** Bill Pellowe, e-mail billp@gol.com
Chris Muffett, 0948-23-2943 (tel/fax)

POP IN

If you're in the area please feel free to pop in on us. We have back issues of our newsletters, sample texts, tea, coffee, and talk. We have Japanese and English speaking staff.



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Recycling Language:



A Whole-Class Approach

Here is an exciting, useful activity for recycling verbs, nouns, adjectives and adverbs (phrases too). It's particularly fun to do because it is student-centered and takes the pressure off the teacher (this activity comes in very handy on the last day of the term/semester as well!).

Step 1. Prepare some pieces of paper (post-it-notes work quite well) with the words you wish to recycle written on them. For my first year at university class, I wrote down all the adjectives connected with feelings and emotions (sad, cold, miserable, furious, ecstatic, confused, ashamed etc.) that they had studied in their class text: Marathon Mouth.

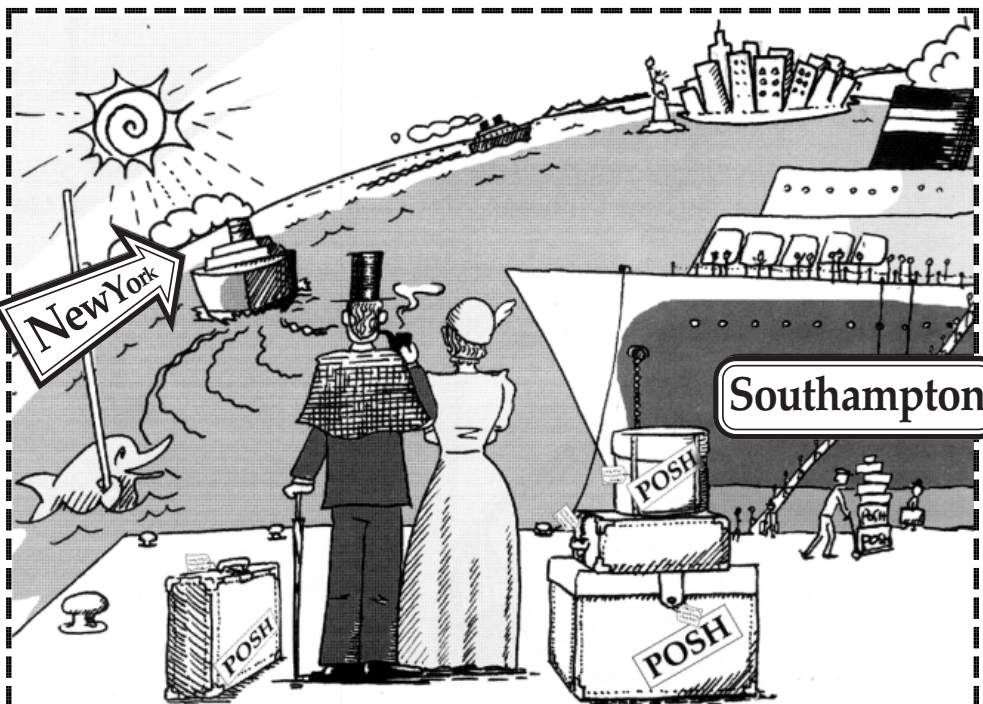
Step 2. In class, stick these slips of paper on the students' backs and tell them not to tell each other what words they have.

Step 3. Ask them all to stand up, go and find a partner, and then read the word on their partner's back without saying what it is. Each student then has to 'act out' the feeling or emotion until their partner can guess correctly.

Variation.

Alternatively, to make it a little more interesting, you could limit the time they have with each person (5 seconds) and then, if they can't guess, they have to change partners and repeat the process.

Richard Gabrielli
Yasuda Women's University, Hiroshima



My Word!

POSH This is a word often used to describe someone or something which is high class, good quality or fancy. e.g. Look at that posh car. That's a posh suit you're wearing. Her house is very posh. The Ritz hotel serves posh food. That couple over there look a bit posh. etc. etc. The Shorter Oxford English Dictionary describes "posh" as slang, 1918 money; dandy; smart; swell; fine; splendid. Of unknown origin.

Where did the word posh come from? Well I heard a story from an American friend of mine - a New Yorker actually. I'm not precisely sure about the actual

moment in time when the word came into popular usage but I think it was about a hundred years ago. I believe it all started with the upper classes during their long excursions to New York in America. They would set off from Southampton, England and head in a westerly direction towards New York in America. Because they wanted to have the sun shining into their cabins they would book cabins on the port (left) side of the ship on the outward journey to America and vice versa on the way back. i.e. they would book cabins on the starboard (right) side of the ship for the homeward journey to Southampton, England. Thus these "upper-class" travelers would have their luggage marked POSH which stood for "Port Out, Starboard Home."

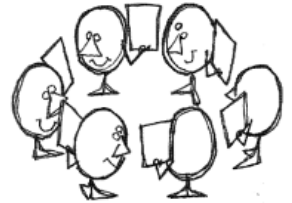
I love you, but ...

(An exercise in persuasive language)

TASK

Conversation Circle

Sit in a circle with at least six classmates.
Read the situation below.



STEP i

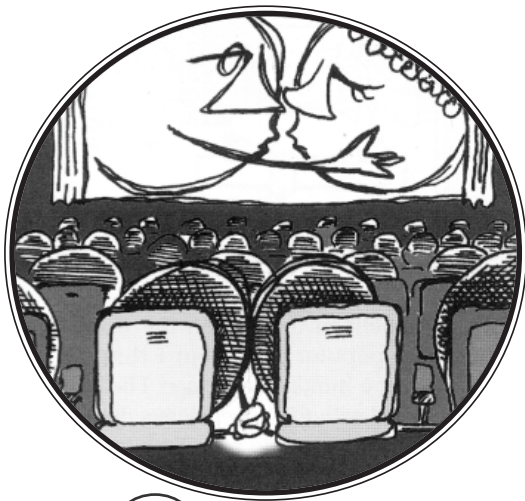
INSTRUCTIONS

Write the first line. Pass your paper to the left. Read the paper you receive. Write the next line. Pass your paper to the left. Continue until everyone has finished. When you have all finished, choose a partner and read your finished script to the rest of the group.

STEP ii

SITUATION

You are speaking to your girl/boyfriend on the telephone. She/he wants to go to a movie. You want to go to a concert. You like each other very much. You don't want to upset each other. But you want to convince your partner that your choice is best. The aim is to get your partner to choose your choice without any upset. Good Luck.



Me:

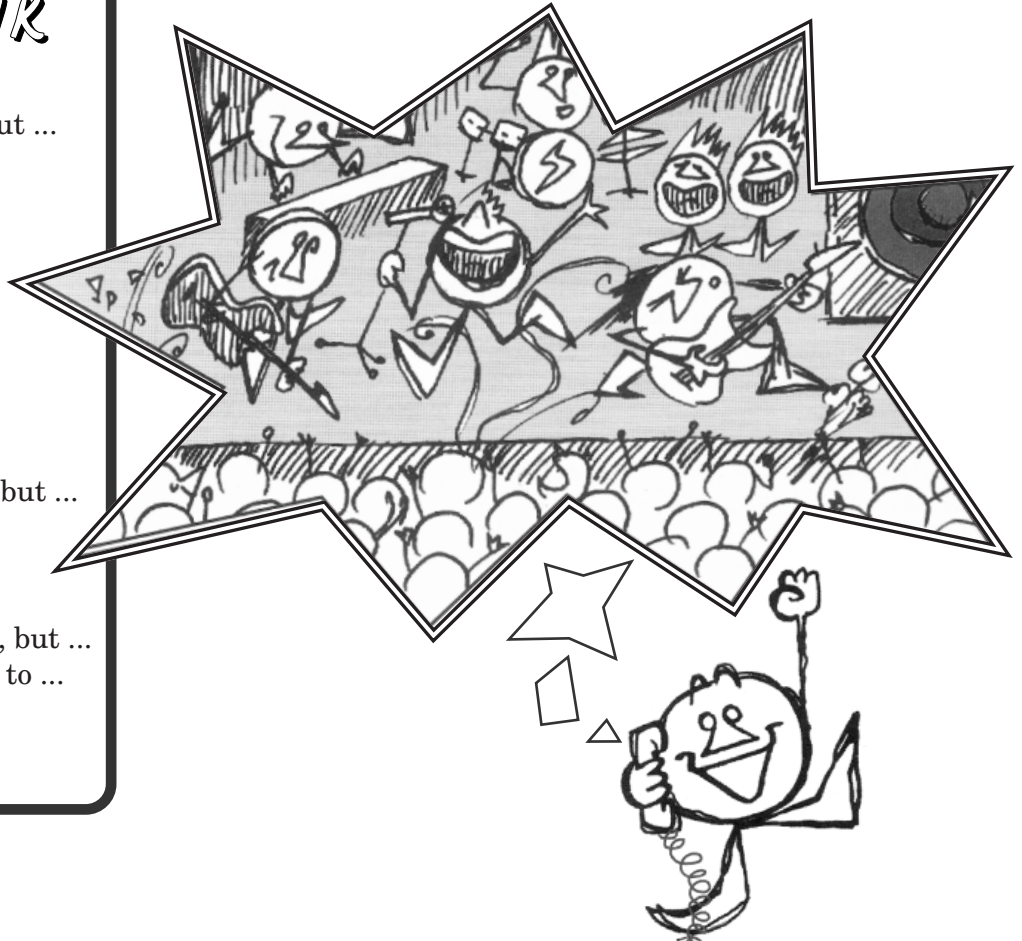
Girlfriend/Boyfriend:

Me:

Girlfriend/Boyfriend:

WORD TANK

- Actually ...
- Oh, that's a great idea, but ...
- How about if we ...
- I'd love to, but ...
- I see ...
- Hmm ...
- Let me think ...
- Perhaps we could ...
- Well er ...
- I didn't think of that ...
- Why can't we ...
- Well I don't see why not, but ...
- Couldn't we just ...
- I don't mind, but ...
- Wouldn't it be better if ...
- I don't want to upset you, but ...
- Surely it would be better to ...
- I do love you, but ...
- It would be nice if ...



Me:

Girlfriend/Boyfriend:

Me:

Girlfriend/Boyfriend:

Me:

Girlfriend/Boyfriend:

"Bring me a Bicycle"

I was recently in Korea doing a presentation at Andong University and was informed that even at the primary level, classes have as many as 50 students per class. Here in Japan, English is not yet on the curriculum at the primary school level. So teaching English to large classes of primary school children in Japan is not yet an immediate issue.

However, I used to teach at a kindergarten with about 35 six year old children in a class, I thought I would do a short series of large class activities with the Motivate'em cards. I think they would work well with students up to about the age of 12 years old. The activities could also be easily modified to suit much smaller classes.

They are all centred around the theme team competition by having your class split into four teams. To give the teams a little more language call the teams "yellow", "blue", "red", and "green".

Use the actual colour cards from the box and put the cards in front of each team so as to give the teams a constant reminder of who they are. Using a scoring system whereby the team who came 1st got four points, 2nd three points, 3rd two points and 4th one point means that all teams could increase their score every time no matter how well or badly they do. A point to remember is that you, the teacher, are trying to get your students to respond to English words or phrases. i.e. Tune your students' ears to the English language. Your students however, are intent upon playing the game and they get an immense amount of pleasure from just playing the game.

Before embarking on the activities split your class into four equal groups/teams and tell each team what colour they are. Now check that the teams know their colour. Have all the children sit down and

play this game. "Stand up 'red' team", "Stand up 'blue' team", "Stand up 'yellow' team", "Sit down 'blue' team", and so on until you are confident that your students will remember what colour they are. You have by this process also, using TPR methodology, taught your students. "Stand up." and "Sit down." as well as the colours.

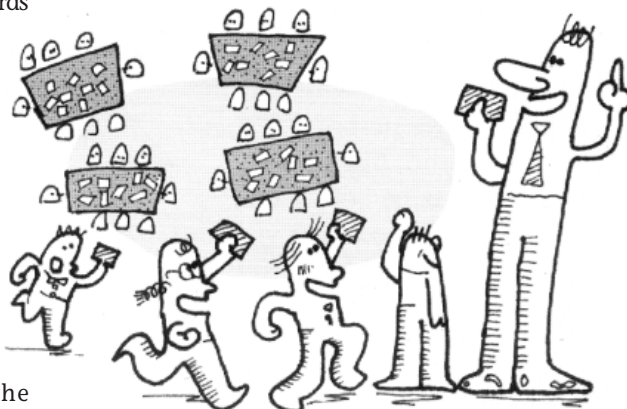
The first game in the series is:-
"Bring me a bicycle."

Write the four team colours up on the blackboard (use coloured chalk if you have it, that way everyone knows the score.)

Firstly select about six to ten nouns, adjectives, verbs or prepositions you want to teach. (anymore cards usually creates too many mistakes and slows the game down). Teach the whole class the nouns you have selected by flashing and naming; asking them "What's this?"; using the 'Quick and Slow flash' techniques. This should take about five to ten minutes at most. You are now ready to start the game. Have your four teams stand

around four separate tables in different parts of the classroom. Put one set of the cards you have chosen on each of the four tables. Spread them out, face-up. Now explain to your students that you are going to call out "Bring me a" and all members of each team look for that card on their table. The first member of each team to find the card, grabs it and lines up in front of you. Check that all four students have the correct card. If not show them and send them back to their table to collect the correct card. No card, no points. Now ask the 1st in line what colour team they are and award that team four points, give the 2nd three points, the 3rd two points and the 4th one point. Now have the teams members return to their table, put the card back and call out a different card. This game should be done at a kind of high tempo. Keep the scores as running totals so

they all can see who is winning. Occasionally call out a card which is not there. Move your own position in the classroom so that they have to look for you. Maybe even subtract points for mistakes. Call cards more than once. Just before you call the final card adjust the points so that even the team which is last at that point, has a chance of winning. An assistant to keep score will help this game tremendously. No assistant means you really have to be on the ball to keep the pace going. Good Luck



COME & SEE US

- **Sept 21** (Sun) 2:00 P.M.-4:30 P.M.
JALT Chapter, **Osaka**
- **Oct 3-5** (Fri-Sun)
The 1997 Korea TESOL Conference,
Kyoung-ju
- **Oct 9th-12th** (Thu-Sun)
JALT '97 National, **Hamamatsu**

Should you require further information on our materials please give us a call. We would be happy to come to your school, college or university if you would like a presentation or workshop.

CLASS ACTS Issue No.10 **Sample Request Form**

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