

Speak my Language?

It's taken me an awful long time, but I have to confess that I've done a 180° turnabout with regards the use of the students' mother tongue as a mode of transporting the target language to the student. I used to think that it was ok to explain processes to students in Japanese, because it was expedient. But this year in all my classes at both the universities and high school, I've decided to use only English in the classroom.

I know I'm going to make my life a little more difficult, but I think the benefits could be great. Some things that I'll have to adjust immediately are the complexity of my English and the speed at which I deliver it. I will have to use many more gestures and do much more modeling. I also have to try to make my students appreciate what I am trying to do.

Why have I changed my mind? Well, I was talking with someone the other day and what he said struck a chord. My interpretation of his view is that there is quite a complex culture and language barrier between Westerners and English and Japan and Japanese. By using Japanese and by teaching in a Japanese way, we virtually guarantee that the language and culture we are trying to put across, undergoes a transformation. We are dragging the English language through a different culture and actually reinforcing the culture and language barriers which exist. One sure way of helping students to get a handle on the English language, is to try to open a door

in their culture through which the English language, with culture attached, slips in. Thus I am going to teach English in English with my culture (what there is of it) firmly attached. I'll keep you posted as to my progress or demise.

Paul Shimizu



The MOTIVATE'EM Corner

Introducing the Amazing Expanding Sentence

Firstly, you will have to prepare some white cards which are in your box with either words or icons for "The", "the", and "is". I first started using words, but I've changed to icons because I don't like my

students to try to read initially. For me "The" is \triangleright and "the" is \triangleright and "is" is $=$. So how do we can we expand a simple sentence like "The dentist is eating." ① ? Well firstly we can add an adjective in front of the noun. e.g. "The tall dentist is eating." ② The verb "eating" is both transitive and intransitive. Using it transitively we can further extend the sentence "The tall dentist is eating." to "The tall dentist is eating pie." ③ Then of course we can

now add another adjective to "pie" to make "The tall dentist is eating hot pie." ④ Then add a preposition and a noun. "The tall dentist is eating hot pie in the station." ⑤ Then add an adjective. Go even further and then add the conjunction "and". I use a plus sign, $+$, drawn on one of the blank white cards in the box for "and". So after quite a few additions, your students could come up with something like this: "The tall dentist is eating hot pie in the station and the beautiful witch is running on the cloud." ⑥ As long as you build slowly your students will quickly cotton on. And because the cards are colour-coded, they are in a virtually mistake free environment.

You may have further or different ideas of your own. Please send them in and we'll share them around.

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|---|------------------|---------|---------|--------|--------|-----|-----|----|------------------|---------|-----|------------------|-----------|-------|-----|---------|----|------------------|-------|
| ① | The | dentist | is | eating | | | | | | | | | | | | | | | |
| | \triangleright | | $=$ | | | | | | | | | | | | | | | | |
| ② | The | tall | dentist | is | eating | | | | | | | | | | | | | | |
| | \triangleright | | | $=$ | | | | | | | | | | | | | | | |
| ③ | The | tall | dentist | is | eating | pie | | | | | | | | | | | | | |
| | \triangleright | | | $=$ | | | | | | | | | | | | | | | |
| ④ | The | tall | dentist | is | eating | hot | pie | | | | | | | | | | | | |
| | \triangleright | | | $=$ | | | | | | | | | | | | | | | |
| ⑤ | The | tall | dentist | is | eating | hot | pie | in | the | station | | | | | | | | | |
| | \triangleright | | | $=$ | | | | | \triangleright | | | | | | | | | | |
| ⑥ | The | tall | dentist | is | eating | hot | pie | in | the | station | and | the | beautiful | witch | is | running | on | the | cloud |
| | \triangleright | | | $=$ | | | | | \triangleright | | $+$ | \triangleright | | | $=$ | | | \triangleright | |



Writing Interesting Sentences

To the teacher

It often seems that students are unable to write long, informative and interesting sentences properly. This is a very quick, introduction to some techniques to show students how to use various types of words to improve their sentences.

Here we are introducing only adjectives, prepositions showing location, and conjunctions to form compound sentences (formed from 2 independent clauses), but there is much more you can introduce — adverbs, prepositions that show time, conjunctions to form complex sentences (formed from 1 independent clause and 1 or more dependent clauses), verb tenses to describe time, and....

These activities are best done in small groups, with students doing individual work when writing, but working in groups for brainstorming, and perhaps, peer review.

1. Complete the sentences from the words below.

blouse sleeping hit ice cream London

The cat is _____ .

The man loves to eat _____ .

She didn't buy the _____ .

_____ is a city.

The girl _____ three home runs.



2. Brainstorm some adjectives.

black

dirty

big

3. Now, use the adjectives to make longer sentences.

The cat is sleeping.

The dirty, big, black cat is sleeping.

4. Brainstorm some prepositions.

on

near

after

5. Now, use the prepositions to make longer, more interesting sentences.

The dirty, big black cat is sleeping.

The dirty, big black cat is sleeping on the expensive, white leather sofa.

6. Brainstorm some conjunctions

so

until

and

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

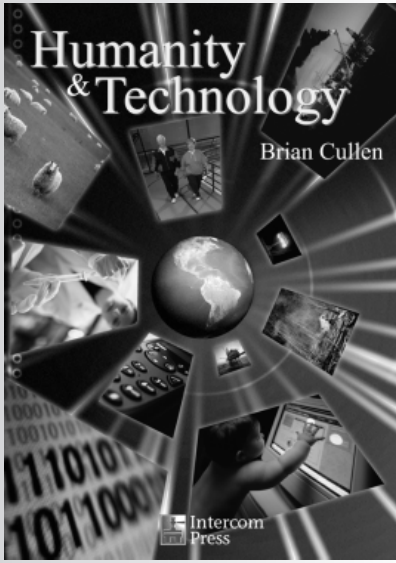
7. Use the conjunctions to make even longer sentences.

The dirty, big ,black cat is sleeping on the expensive, white leather sofa.

The dirty, big black cat is sleeping on the expensive, white leather sofa, so the rich, old woman is crying.

8. Now write your own 20 word sentences.

Humanity & Technology



by Brian Cullen

Explore the relationship between humanity and technology with this new integrated skills text for students of pre-intermediate level and above. Students will be encouraged to think seriously about the benefits and dangers of technology to themselves and the world around them.

The large amount of varied activities will ensure teachers can meet their students' needs in the classroom, as well as have material to assign for out of class study. Each text comes with a CD for extensive out-of-class listening. Additional information and tips supplement the course material, putting the students well on the road to becoming more independent learners.

If you would you like to take a look at this new text, just fill in the form below and fax it to us, or use the form on our home page. We'll be happy to send you one.



Calisthenics

Calisthenics is the art or practice of systematic, rhythmic bodily exercises, usually performed without apparatus. But when I was on a mathematics course, many many years ago, the lectures gave us a series of quick, relatively easy, questions where we had to write down the answers very quickly. They called that short, five minute period, calisthenics. Though short, the exercise had the effect of tuning us students into the subject, without putting massive pressure on us. So I'm going to start doing English calisthenics in some of my classes. Of course you have to get the level right.

Here is a series of questions which I'm going to use to warm-up my class.

Instruction to Students:

On a piece of paper please write the words I say or the answers to the questions I ask.

1. banana
2. What month is it?
3. milk
4. What time did you get up this morning?
5. good afternoon
6. The number seven
7. uniform
8. What did you first drink this morning?
9. keys
10. What colour is an elephant?
11. dictionary
12. What did you do last Sunday?
13. comic
14. What's my name?
15. kimono
16. How do you come to school?
17. snow
18. How tall are you?
19. note pad
20. What day comes after Thursday?

These questions and words may be too difficult for your students, so you may want to just reel off a list of simple words. Like apple, car, book etc. You could also have your students draw a grid of 8, 12 or 16 small rectangles and have them put numbers in the corners. You then give instructions like: "Number 11 "book", etc. Your students then have to draw a picture or they could write the word. Done at a fast pace it can be rather exciting. All these little exercises are very quick to do, quick to check, quite fun and have the effect of tuning your students in to English.

Quick Hits

In the Comfort Zone

One of the reasons why our Japanese students show a reluctance to begin an a speaking activity in the classroom may be to do with the way we start them off on their speaking tasks. If we simply ask our students to begin without giving them a firm cue, students are afraid to be first, or unsure that others will actually begin as well. However if we view our class of students as a kind of movie scene and start the activity with a sharp word like "Action!" and a click of our fingers, then we are more likely to get students talking simultaneously.



Suggestions for this newsletter are welcomed. Send 'em in please.



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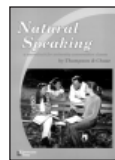
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Humanity & Technology



Down to Business



Natural Speaking



English Live!



Making Conversation



Write about it, Talk about it