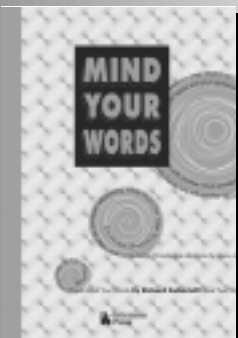


Mind Your Words

Richard Gabbrielli



Mind Your Words is ideal as a supplement to an existing coursebook, a class warm-up resource or an out-of-class workbook for self-study. The book features fun and motivating quizzes, puzzles and activities that recycle vocabulary and aid memory, as well as learner-directed activities that encourage students to tap into and increase their knowledge of English words. The vocabulary reviewed is from international English tests for EFL/ESL learners, particularly from TOEIC and the Cambridge ESOL exams.

Teacher's Forum Opened!



The forum is open. Post questions, get answers and find alternative and / or supplemental ideas and activities to use in your classes. See you there.

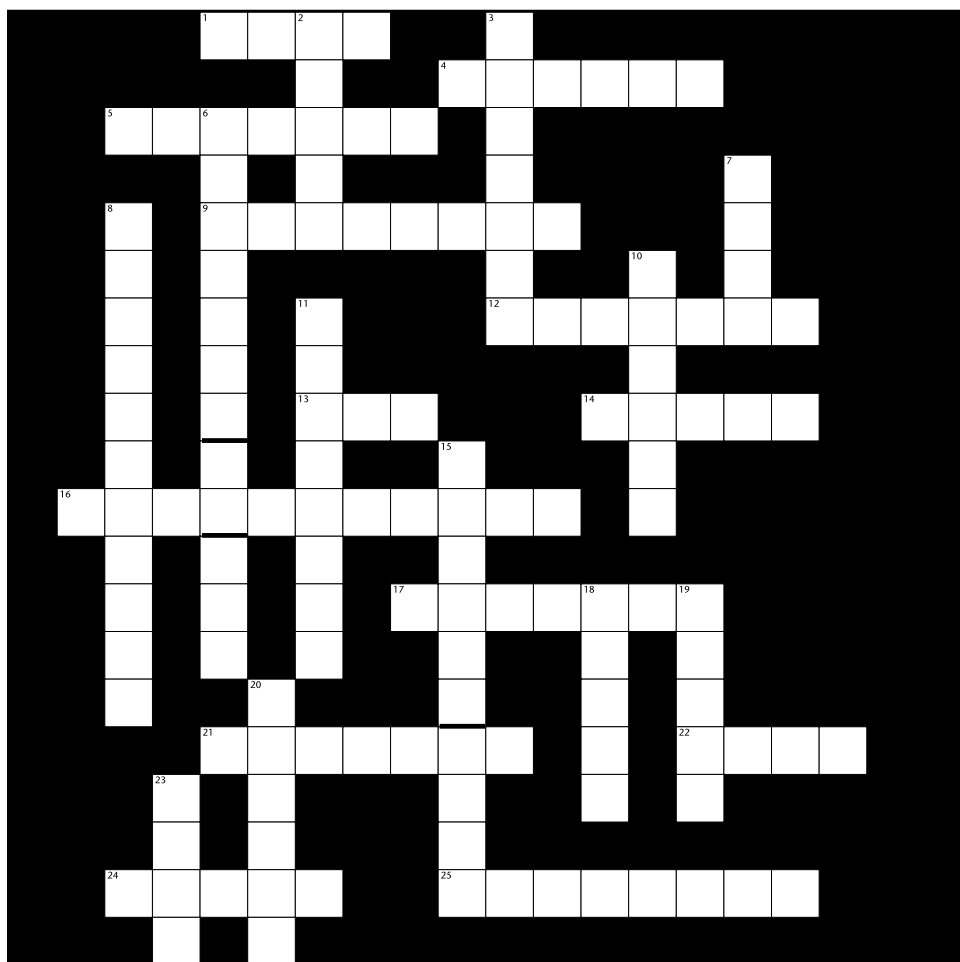
<http://www.intercompress.com/>

Suggestions for this newsletter are welcomed. So send'em in please.



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MARATHON MOUTH UNIT 2



Across

- To play music in the street for money.
- Your sister's son.
- A place where books are kept.
- A high place will ... the area below.
- Not single.
- An animal doctor.
- A country in western Europe.
- Not in a city or town.
- The room in your house where you cook.
- The first month of the year.
- A mixed sex school.
- Your father's brother.
- A person who works on car engines.

Down

- An animal with no legs.
- The place in a house where you sleep.
- Your sister's husband. (3 words)
- To really dislike something.
- Your father's mother.
- Wine is made from this fruit.
- No longer married.
- Where you eat in your house. (2 words)
- A building one family lives in.
- Your sister's daughter.
- Mother, father, brother and sister.
- Your mother's sister.

Puzzle answers available at: <http://www.intercompress.com/download/> Look below the newsletters.

Please send me an evaluation copy of:

(maximum 2 titles please)



Marathon Mouth 1A



Marathon Mouth



Marathon Mouth Plus



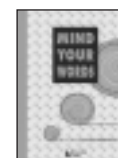
Humanity & Technology



Down to Business



Natural Speaking



Mind Your Words



Write about it, Talk about it



English Live!



Making Conversation

Class Acts no.19

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CLASS ACTS

THE NEWSLETTER FOR ENGLISH TEACHERS IN JAPAN

Issue 19 Spring 2005

In issue 17 of our newsletter, I wrote a wee ditty entitled 'Speak my Language?' where I said I would be conducting all my classes entirely in English because using Japanese hinders students' ability at learning the target language. I said I'd let you know how I got on.

Well my 180° turnabout has turned back about 90°. Why? Well, the vast majority of my students are false beginners and in fact many of them have already cocked a deaf 'en to listening to English. What I did do though, was to pay more attention to basic classroom English. I also made sure that I prepared my students on the most appropriate empowerment language for that particular lesson. On top of that I also prepared my charges on the way we would be answering questions. For example, the answer to a "Does this mean ecstatic?" question is "Yes it does" or "No it doesn't". I explained that a plain "yes" or "no" sometimes appears rude.

So the result of my "Speak my Language" initiative was the realization that teachers have to assess for themselves how much and what level of English to use. I do think that English should be used the vast majority of the time, assuming of course, that your students are motivated and not a captive audience.

Intercom Press

Any of the material in our newsletter may be copied for use in your classroom.

Where It's At!

This issue's centrefold is about prepositions. The left hand side of the centrefold is a teacher directed listening and drawing exercise. The right hand side is a student to student listening and drawing exercise. More about them later.

Firstly a wee bit of pre-teaching of the TPR kind would be a good idea. Using your hands to demonstrate prepositions, have your students mimic your actions and words.

Start with your hands held out in front at just above waist level. Try to have your students stand in a position where they can all see your hand actions and your face (mouth).

Say "on" and place your palm on top of your held out fist.

Say "above" raise your palm above your fist.

Say "in" and inject your finger into the top of your fist.

Say "on the right of" and place your open palm about 6 inches to the right of your fist.



under



on



in the middle (of)



between



above

MAKING MISTAKES

Mistakes making is essential for the learning to process to take place effectively. But how do we get our Japanese students to understand that when they have had years of conditioning that making mistakes is not good. Well I have a couple of suggestions.

The first one is to involve your students in guessing games. When guessing it doesn't seem to be so bad to make a mistake because making mistakes is built into guessing activities. However sometimes students are still reluctant to guess because they may guess incorrectly. Usually once the guessing process has started it goes along swimmingly. Here's a few ideas I got from my students. The first student put the

history of the universe into one year. This lovely idea was inspired by Carl Sagan. This activity gives us language of months, days and time. Another student used animals running speeds. This gave us language of number and speed. And yet another student used food records, so we got language of size, weight length etc. The students were all interested in the game so a lot of English was allowed to be used easily. Especially since the language was focussed on specific themes. The internet is an incredible source of information for these kinds of activities.

The other suggestion I have is to give students some basic empowerment language where they have to guess what objects are or what

images mean. If you have students guessing what objects are, you supply the language: "It this a?" with your possible answers: "Yes it is." or "No it isn't.", and "Are these (s)?" with these possible answers: "Yes they are." or "No they aren't." In the case of a conceptual image supply the empowerment language; "Does this mean ?" as a student points at an image and says a word or phrase. Your answers are, "Yes it does." or "No it doesn't."

These kinds of activities are both effective, and simple for students to grasp. They also have the added bonus of innately teaching students that their education is in their own hands. Empowerment!

Listen and Draw

Tell your students that they are going to hear you describe what is in the illustration and that they should draw what they hear. (Draw pictures not words). The illustrations we use are very basic to allow maximum accuracy.

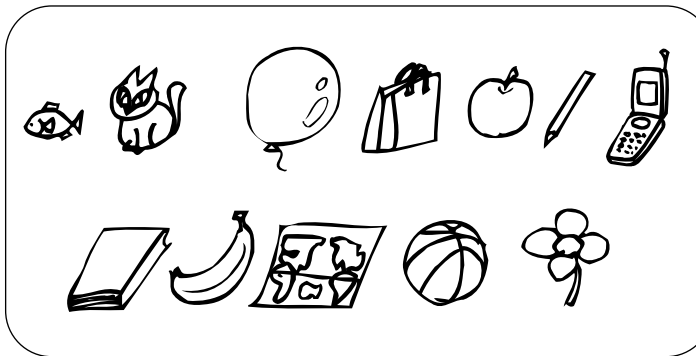
I think you should say each sentence twice, but before you start it would be a good idea to describe the picture so that your students become familiar with the language you will be using. You can prepare the answer part of this activity by drawing a copy of the illustration on the blackboard as you describe it. You may also like to go over the objects they will be expected to draw. You may use the objects in the bank below, or choose to use your own ideas.

The sentences can be said as an instruction, "Draw a balloon above the small bottle." or as a statement, "There is a balloon above the small bottle." The number of prepositions you use and how many times you repeat a preposition will depend on the age and level of your students. You may well decide to use only three or four prepositions three times each or use all 11 only once.

After you have finished describing the positions of the objects, walk around the class choosing students to go to the blackboard and draw the objects. Choose only students who have drawn the object in the correct place and who can draw reasonably well. I have my students say the sentence after they draw the picture.

Now that you have done the left hand side of the centrefold. Let's move over to the right hand side.

The preparation for this activity is usually given by me as homework. I ask my students to draw the images in the image bank somewhere in the top illustration. I describe the images to ensure knowledge of the language. There is a fish, a cat, a balloon, a bag, an apple, a pencil, a cell phone, a book, a

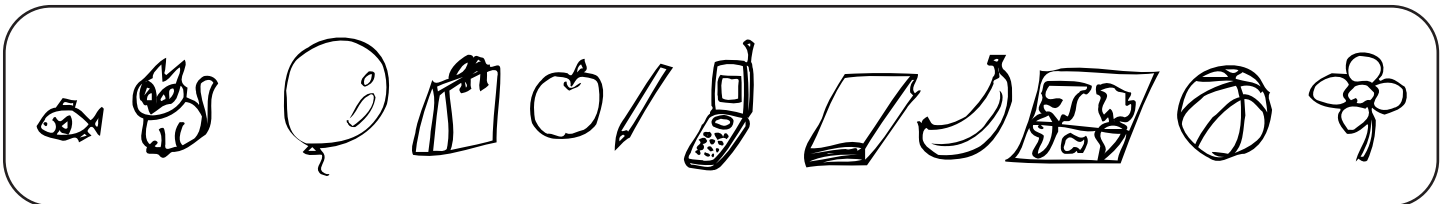
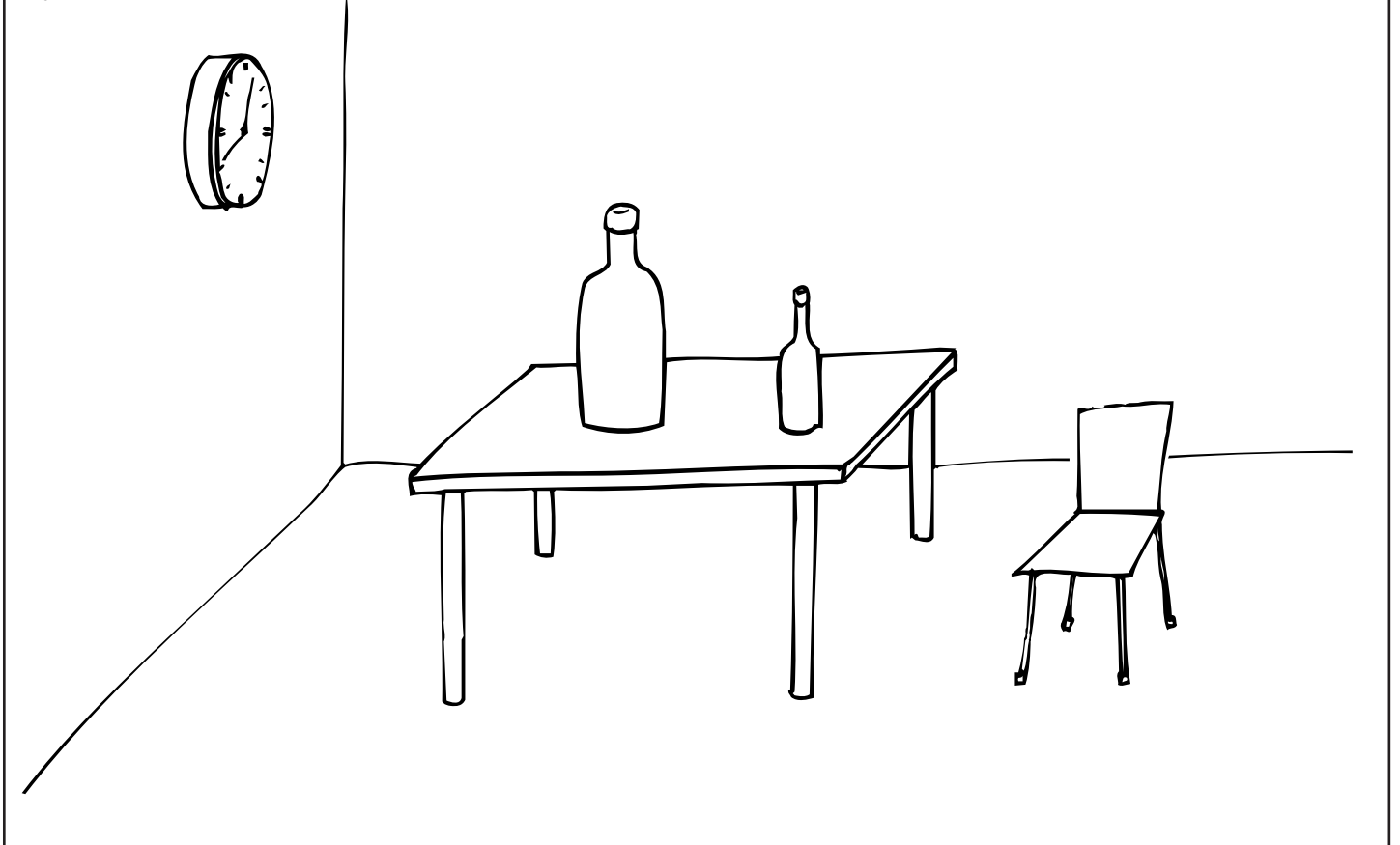


banana, a map, a ball, and a flower. I also ask them to add two or three items of their own.

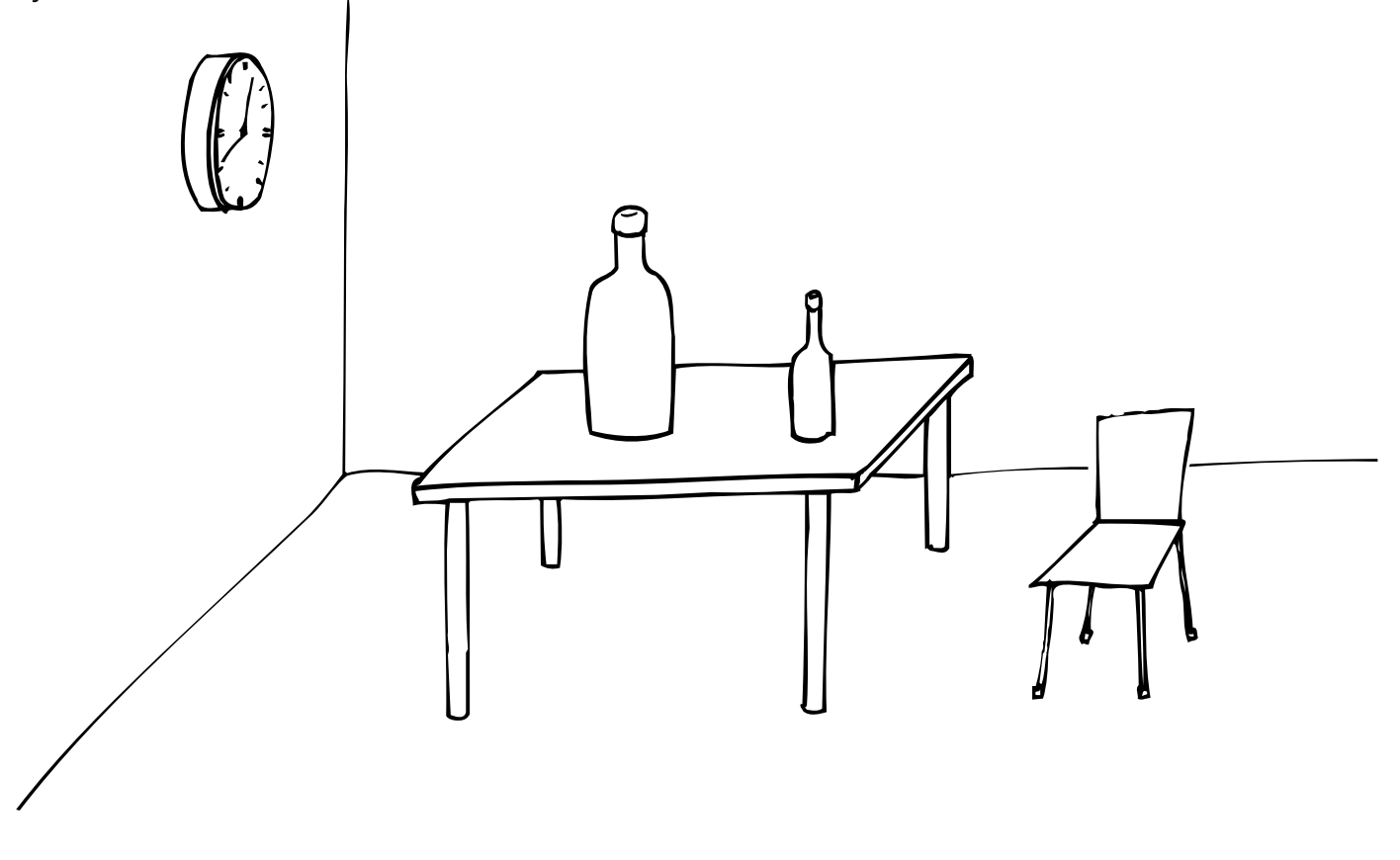
When your students have completed their drawing have them fold the paper in half, and sit in pairs facing each other. Have students move their desks apart so that it becomes difficult to see their partner's drawing and so that they have to speak with a slighter louder voice. It also allows you to move between your students in order to monitor the activity more easily. Now have students open up their folded paper so that the top half is standing up and thus not visible to their partner. It is best to have one student focused entirely on speaking until she has finished describing her picture while the other student listens and draws what she hears on the picture at the bottom of the page. When all items have been drawn, students should switch roles.

After they have both finished, have students compare their drawings to see how well they have done. This could be done by simply showing each other the drawings, or by having each student describe the bottom illustration for their partner to confirm they drew the objects in the correct locations.

My Room



My Teacher's Room



My Partner's Room

