

# LIOJ Community Newsletter

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## Summertime Thoughts

We asked some of the teachers what they think about summer.

### Here is what they said:

#### Alberto (the Philippines)

HEAT, the beach, suntan, swimming, T-shirts and shorts

#### Jim Sampson (England)

Picnics, going to the beach, farms, rivers & streams, bacon & eggs, Wimbledon, cricket

#### Gina (Canada)

Sailboats, patio cafes, frozen daiquiris, outdoor music festivals, fishing at the lake, the cries of loons, baby ducks

#### Julie (New Zealand)

Beaches, barbies, and flies

#### Colin (Germany)

sun and sand and water

#### Mary (America)

Ponds, swimming, beaches, boats, ice cream, long walks, shorts, no work, fresh corn, fresh vegetables, potatoes

#### Tong Luk (Thailand)

SWEAT (go to Thailand in the summer, you'll understand)

#### Rebecca (America)

Snorkeling

#### Louise (Canada)

Sitting on the porch in the sweltering heat, watching a huge thunderstorm roll in and pour rain as you can smell the heat rising off the sidewalks, climbing trees and playing hide and seek late into the night after the days have grown so long.

#### Wang (China)

Cool drinks, cool clothing, and cold watermelon

## "SUMMER IN ODAWARA"

(How many words can you find?)

F	E	S	T	I	V	A	L	H	E	A	T	O
I	B	A	E	B	O	N	U	S	P	E	A	M
E	V	A	N	E	V	A	C	A	T	I	O	N
W	B	E	I	R	C	A	A	P	O	O	S	P
O	F	N	S	F	R	A	M	P	M	N	W	E
R	H	U	M	I	D	F	P	F	A	N	E	A
K	B	A	R	B	E	Q	U	E	T	N	A	C
S	W	I	M	M	I	N	G	A	O	I	T	H

(sweat, festival, tomato, peach, heat, swimming, barbeque, bonus, vacation, humid, fan)

## ACTIVITIES REPORT

Students had a chance to show off their acting skills at Drama Night. Everyone participated in games, and performed skits. Most students enjoyed the evening, although some didn't get a seat on the bus, some got sick, and some broke their legs.

Evening students also mingled at our Open House, and joined us for ice cream after class one night. Afternoon classes recently made two cheeseballs with head chef Don Maybin. This summer, for the first time, LIOJ tried a barbeque. Thanks to everyone for joining us in these activities!

This month students were invited to sing, and our Junior High School students prepared and shared foods in their English classes on 7/24.

We have more activities planned for August, September, and October, and look forward to seeing you at these, too.

## 暑中お見舞

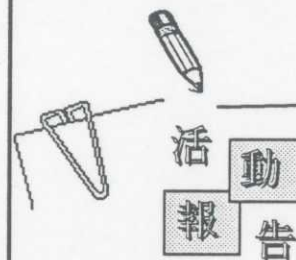
### 申し上げます



長かった梅雨が明けたにもかかわらず、真夏日や5月中旬並の涼さが交互にやってくるなど天候も不順ですが皆様は夏風邪などひかず元気にお過ごしでしょうか。私共LIOJでは8月8日から14日まで行われるサマーワークショップの準備で教師・スタッフ共、忙しい日々を過ごしております。(なかには1週間のVacationを利用してカナダへ旅立った余裕の教師もいます。)

恒例となりましたこのワークショップもすでに25回目となり、毎年日本はもとよりタイ、フィリピン、香港、韓国等のアジア諸国からの奨学生を迎え150名程の方に参加していただきLIOJの一大イベントとなっております。10名程度の海外特別講師とLIOJ専任教師のプレゼンテーション、講演を中心に1週間の日程で行われるこの英語教育者のためのワークショップは、コミュニティーコースの受講生の皆様にはあまりなじみがないかも知れませんが、休み明けの授業でこの1週間にどんなエキサイティングなことがあったのか話をきいてみると、また違ったLIOJの一面がみえるかもしれません。

by Y. I.



## 活動報告

左ページに'ACTIVITIES REPORT'という、授業以外にこの6ヶ月の間に各コースで行った活動についての記事があります。コースによっては期末にパーティー等を行うところもありますが、これまでに他のコースでどのようなことを授業以外にやってきたのか、ここでもその一部をご紹介します。

この半年間で行われた中で人気のあったアクティビティーは、なんといつでも"COOKING"でした。'ACTIVITIES REPORT'でも少しふれていますが、大人一般のアフタヌーンコースでは知る人ぞ知る名コックのDONをHeadChefとして、2グループに分かれ2種類のチーズボールを作りました。(Donいわくこれは、かの有名なキッコーマンのお料理コンテストで銀賞を獲得したものらしい...)それぞれのグループがDonの'Instructions for Making a Cheese Ball'のテープを聞きながら材料、器具、手順を書き取りそれをもとに2種類のチーズボールを作る、というものでした。これは受講生の皆さんをはじめ、教師にもたいへん好評で、この後ナイトコースでもいくつかのクラスで"COOKING"に関するTopicがもちあがり、受講生の皆さんでいろいろ持ち寄ったクラスもあったそうです。

そして7月24日(土)には中学生コースで"COOKING&GAMES"を行いました。はじめに4クラスでそれぞれフルーツパンチ、フルーツサラダ、ポテトサラダ、サンドイッチを担当教師と作り、それを皆で集まってゲームをしながら食べるという大胆な(?)企画でした。ただ、火を使わないということであらかじめ下準備のため当日は午前中から教師が一生懸命ジャガイモを山ほど茹でていました。受講生のなかには「にんじんを茹でなかったのは、そういう習慣なのか」どうか考えている生徒さんもありましたが、それもまた異文化交流の一端ということでもしういエピソードだったと思います。

4月にカリキュラムを一新させスタートしたコミュニティーコースですが、授業以外のこういったアクティビティーもなかなか見逃せないのでは。あと数週間を残すのみとなった第I期も、また第II期も引き続きいろいろな活動を企画していきますのでどうぞ楽しみに!!

## 夏期休校のお知らせ

次の期間全クラス休校となりますのでお間違いのないようご注意ください。

8月7日(土)~8月28日(土)

小学生コース受講生のご父兄の皆様へ

## 父兄参観日のお知らせ

小学1年生から6年生までの各クラスでは第I期の最終週に父兄参観を行います。小学1~3年生の週2回クラスでは、この週の1日目は通常授業、2日目にはささやかですが最終日ということでクラスパーティーとなりますのでゲーム等のアクティビティーが中心となります。(4年生から6年生は週1回のため最終日はクラスパーティーとなります。)以上のような授業内容となりますが、参観ご希望のご父兄の皆様は、何日に参観をされるか以下の期間に下記の方法であらかじめお申し込み下さい。

8月31日(土)~9月11日(土)

\*上記の期間は継続の申込期間と同時期になりますので、継続受付にみえる方は受付時にお申し出いただければ結構です。その他の方は期間中に電話でLIOJ事務局までご連絡下さい。



## How do we teach reading and pronunciation to children?

This year at LIOJ we are trying a new approach. We think that this program will help students better understand and produce both spoken and written English. There are four parts to our approach:

- 1) We start by focusing the students on the sounds of English. Each sound has a colored flashcard. We help the students learn how to say each sound.
- 2) Next they combine sounds to make words. We put the cards next to each other which make a word, and after they make each isolated sound, they begin to see how those sounds flow together to make a word.
- 3) Shortly after they learn the sounds, students begin to learn the different ways to spell each sound. On the back of each flashcard we have placed the different spellings of the sound. The students learn how those letters are combined to make a word.
- 4) Then they put words together to make sentences.

In this way, the students will build a solid foundation for reading, writing, and speaking in English. This is a process which takes time. Because each student will learn at her or his own pace, we look for progress in their language development, not perfection. In order to work through this process, we have developed games and drill exercises to help the students learn. If you have any questions about our approach, please feel free to ask any teacher!

\*\*\*\*\* If your child is color-blind, please let us know .\*\*\*\*\*

## BRIEFLY, BUT OFTEN

Do you find that you forget everything you've learned during the vacation? There are some simple things you can do to help you remember vocabulary words.

It is a well known fact that the more often you try to recall information, the better you remember it. In other words, it is better to study for a short time, but often, than to study for a long period of time, but infrequently. Actually, the best time to review something is immediately after you have studied it. After you have class, or study your text, or do exercises for homework, take a ten minute to half hour break. Then come back and reorganize the material to review in a different way.

For example, if you are studying vocabulary words, after reading your notes or reviewing your text or homework assignment, take a short break and then come back and look at your vocabulary words.

(Example word list:) scissors, dictionary, management, uncle, nephew, receive, circular, colleague, square, expect, forget, beige

Turn the paper over? How many words can you remember? Not many? It is easier to remember words that you have put into groups. For example:

### Nouns

scissors  
dictionary  
management  
uncle  
nephew  
colleague

### Adjectives

circular  
square  
beige

### Verbs

receive  
expect  
forget

Or another person might try:

### Work

scissors  
dictionary  
management  
square (table in my office)  
colleague  
receive (my bonus)  
beige (square table in my office)

### Home and Family

uncle  
nephew  
circular (the fan in my living room)  
expect (my sister to call me on Sunday)  
forget (don't forget my son's birthday!)

Make a mental picture of each word. For example, in your mind, picture the scissors in your office. Where exactly are they? Try to envision them in the drawer or in the container on your desk. Imagine everything around them. Imagine yourself using them. Be sure you have a very clear picture. It helps to draw this picture and write the word.

Do this for every word on the list. If you do not have a nephew you should imagine someone who does. If you have met your neighbor's nephew, or your spouse's nephew, imagine him. Or, if you are a man, imagine a picture of your uncle and yourself. Your uncle is wearing a T-shirt that says "uncle". You are wearing a T-shirt that says "NEPHEW". A person with a sense of music or rhythm might like to group words according to how they sound, and practice saying them out loud. You can even think of a tune you know well, and sing the vocabulary words instead of the real words to the song. For example:

### One-syllable words

square  
beige

### Two-syllable words

scissors  
colleague  
uncle  
nephew  
expect  
forget  
receive

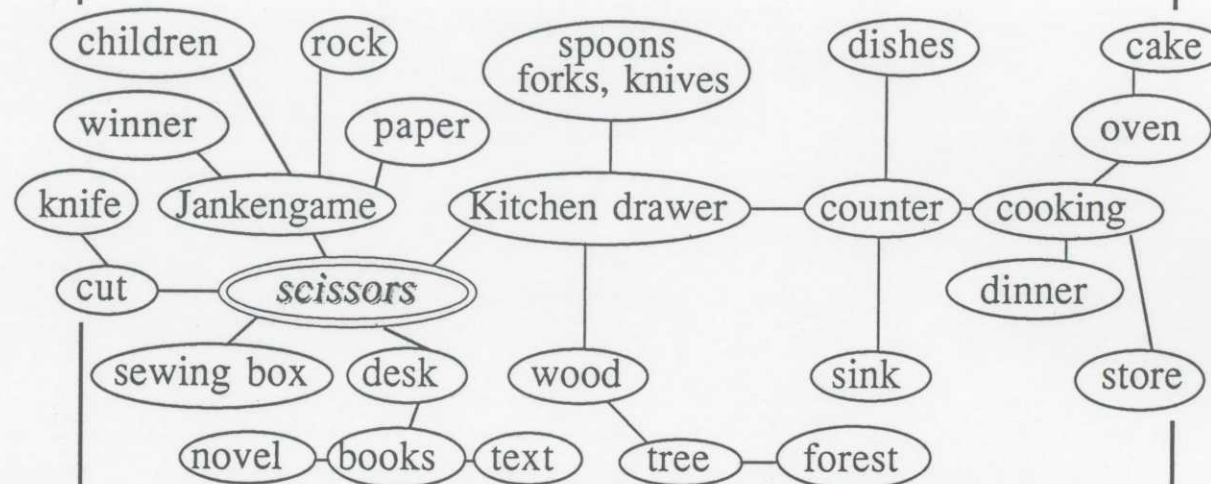
### Other

dictionary  
management

Even if words are already grouped in categories in your text or in a handout or your notes, it helps to regroup them yourself. You will remember better. Once you have regrouped the words, look at them and try to remember them—frequently. Every morning for five minutes, or every day after lunch, or just before bed. Three times a week for ten minutes is great. You can recall many words in ten minutes!

Twice a week for twenty minutes is better than once a week for an hour. More often!

Another way to remember words is to make as many associations as possible for each one. To do this quickly is best, but you should write. It is important to put your associations on paper so that you can look at them OFTEN. Many language students build associations like this:



It's OK to write associations in Japanese first! Use a dictionary later to write the English. You will remember some of these other new words, too! In your mind, form pictures or make sentences for the other words on your diagram. When you "see" each picture, think again, "What was the original word?" (Once you have made the diagram, you can add to it or review it easily.)

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If you want to learn more about these or other learning techniques, there are many books you can read. Two such books written for intermediate students of English are Learning to Learn English by Gail Ellis and Barbara Sinclair (published by Cambridge University Press) and How to Improve Your Mind by Andrew Wright (published by Cambridge).