

## CAPE Alumni Internet Connection: English Teacher Talk

*CAPE Internet Talk was started as part of CAPE follow-up activities to continue ties with CAPE alumni and those who are interested in professional development in English teaching. It is hoped that this would increase our bond and aloha among former participants, and that the information in the TALK would help our alumni and friends/members review what they know and deepen their understanding of issues and interest in the ESL field.*

---

Aloha from Hawaii. We hope everyone has had a wonderful week and is having a prosperous New Year. Did you make New Year's resolutions last week? I have to keep looking at my list to remember them. It's more difficult because I am especially busy this year (as many of you are I'm sure). A new session at the Hawaii English Language Program begins tomorrow. I am teaching TOEFL reading and intermediate reading. I'll try to cover all topics, but you might see some reading tips in the next few weeks as I search for inventive ways to teach.

### CLASSROOM SPEECH

Last week we talked about how to solicit opinions from students. This week, we will cover a few expressions that are to introduce opinions.

I think...

As far as I'm concerned...

From what I can see...

Based on what I read...

Based on personal experience...

The way I see it...

The way I understand/understood it...

In my experience...

What I've found is that...

I'm not sure I agree that...

It was explained to me that...

### TEACHING TIP

This is a warm up. It will practice giving and following instructions and help teamwork skills.

### LINGUISTIC PURPOSES:

To use spatial directions (next to, beside, above, below, etc.)

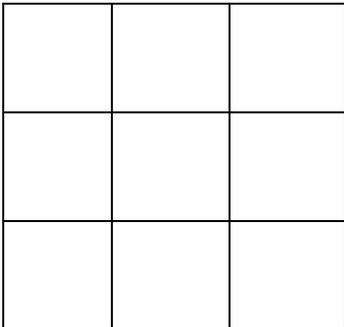
To use the imperative form of verbs

MATERIALS: 24 toothpicks for each group of three

### INSTRUCTIONS:

1. Divide the students into groups of three (or two if necessary) and give each group 24 toothpicks.

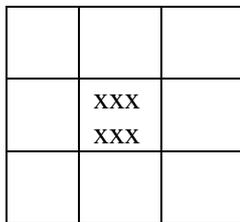
2. One student is the mover. Two students are the managers. The movers can only do what the managers say. The mover cannot try to solve the puzzle. The managers tell the mover what to do. The managers cannot touch the puzzle.
3. Draw the following square on the board (or put on an overhead).



4. Have the students make the same square using toothpicks.
5. Tell students they need to make 2 squares by removing 8 toothpicks.
6. When a group finishes, have them raise their hands. Give the students three minutes. If many groups have not finished, tell them to switch roles.
7. Have the group that finished first explain the solution to the class.

Solution:

Keep the big outside square and the one in the very center.



**THOUGHTS TO CONSIDER:**

I was looking through a book called Language for the Teacher and found the following quote:

“There are teachers who lack confidence in their ability to deal with disruption and who see their classrooms as potentially hostile. They create a negative classroom atmosphere by frequent criticism and rare praise... Their methods increase the danger of major confrontation not only with individual pupils but the whole class.”

Do you agree with this quotation? It reminded me of a class I had in my freshman year of high school. The teacher had no control. One day, a troublemaking boy was sitting on the floor near the door at the end of class. The teacher said, “I know what you’re doing! You’re trying to leave early!” Actually, the boy was smoking a cigarette, but she never

noticed. Now that I'm a teacher and I have had a "difficult class" I feel terrible for what we students put her through. Now, I know how difficult it can be to deal with disruption.

How do you deal with disruption and disruptive students? What about your colleagues? I remember when I had my first "difficult" class at the junior high school. All the other teachers kept giving me advice on their strategies for discipline. Each one promised that his or her method was the best and would work every time. One teacher said if the class got noisy, I should stop speaking and look at the clock. Eventually the students would notice and calm down. Let's just say that as a young teacher, this method was less than successful for me. Of course I had to develop my own way of dealing with disruption and try to praise more than criticize. I think that I am still developing ways to deal with disruption. For me this is one of the most challenging aspects of dealing with children. What about you? How do you handle discipline? Write in your suggestions to [cape@flex.com](mailto:cape@flex.com). We love getting mail from you and once again say Mahalo for all the responses we have gotten. Don't forget to send in names of any colleagues who might be interested in receiving this newsletter.

Well, that's all for this week. We hope you, your families and your students have a peaceful and productive week.

*Please take the time to give us the addresses of anyone else you think might be interested in receiving this newsletter of the CAPE Internet Connection: English Teacher Talk. And don't forget to write us with any comments you might have. Mahalo!*

Sarah Toohey - Editor, CAPE Alumni Internet Connection: English Teacher Talk  
Jai-Ho Yoo - President