

Volunteers: Cliff, Charlotte, Libby, Jon

Students: Hyunju, Yoko, Yuka, Rainbow, Marie, Jing sun, Sherry, Natalia, Guosheng

The Discussion topic today was “**The Internet.**”

The Story-Pronunciation Story was “**A Summer Project.**”

Cliff led the discussion, which elicited a lot of interesting information from the group.

Rainbow knew a lot about the Internet’s development, starting with DOS in China prior to Microsoft Windows. She explained that at first there was very limited memory in the computers and no Internet. In China, Google is illegal and BIDU (sp?) is the approved server. She said many Chinese figure out how to “jump the wall” and manage to get onto Google.

Hyunju talked about dial-up service and using chat rooms prior to the Internet.

Natalia said she limits her daughter’s computer time and allows only games that are educational and only for a short time. She is a photographer and said she would never put her daughter’s picture on the Internet. (via Facebook, etc.)

Jing sun told us that in her area of China there is free wireless in every city but it is in limited places in America.

Sherry added that her sons want to play games online in the summer and refuse to go outside to play. She said cell phones are very cheap in China and everyone has one.

Guosheng said his son wants to play on the Internet all the time; tells his parents he isn’t hungry or sleepy.

We took a short coffee break, and then gave students the option of coming with Charlotte and me for pronunciation practice or joining Cliff and Libby for idioms and vocabulary related to the Internet and technology. Most chose to stay and learn some idioms and vocabulary. Cliff later reported they knew all of the words but none of the idioms. Idioms always seem to be popular.

In the library, Charlotte and I used a method from my ESL text book to help Yuka and Guosheng work on listening for the sounds we spoke and being able to correctly repeat the words they hear.

Guosheng had problems saying the final “L” in words and in hearing the articles, pronouns and word endings. This is something with which he will continue to need help. Yuka did much better but that may have been because as we were explaining the words, she was writing them down, which gave her an advantage. Her problems were mainly with pronouncing the final “L” in words and consonant blends with “r”, as in “Prime (not pLime). I have posted instructions and some stories you can use for this practice on our website. It’s not difficult at all and it seemed to work well.

We also had them read two pages of sample sentences I’d written, using many words with long e sound, which Joyce worked on last week. They seemed to have no problem with the sentences but in the listening exercise Guosheng repeatedly pronounced “he” with a short “e.”

We then rejoined the group and everyone pitched in to get the room back in order before we left.