



Kensington School Returnee Programme

”Exceeding expectations.”

Back in Japan

When a child returns from an extended period of education overseas, it is extremely important to keep up the child’s interest in English. When returning to the Japanese education system, because the immediate need for English has disappeared, it is difficult for the child to justify time spent on English study when many Japanese friends are less internationally-minded and possibly unsupportive.

It is therefore important for the child to have an opportunity to use and feel the need for English on a regular basis.

Is one hour enough?

Until now, your child has probably been exposed to English on a daily basis at his or her school overseas and to suddenly have that time reduced to a one-hour per week English lesson may seem rather extreme. However, you must remember that until now your child has been in a large class with little or no individual attention. In contrast, the amount of work which can be covered individually or in a small group is greatly increased.

“Learning is fun”

Many ‘eikaiwa’ schools spend too much time playing games and ‘enjoying’ English and not enough time on the serious business of continuing their English education where they left it. At Kensington School we firmly believe that children are happiest when they are challenged by interesting and more difficult subjects and encouraged to take an active part in the learning process.

The Approach

Although students study for just one hour per week, our curriculum encourages them to study subjects at a similar level to their schools overseas. Variety is key and we encourage the students to read about many different topics and also include some important English grammar and vocabulary.

In a perfect world we would like to see the students reading English books at home all the time but we know that it is impossible when they have so much Japanese study to do. We encourage them to read in the classroom and for students who have spent a shorter time overseas or have returned before mastering their reading skills, at Kensington we use the Oxford Reading Tree series to encourage the students to continue reading in English. The stories are engaging and the characters beautifully illustrated. Many of our students are already familiar with the series which is used in the majority of UK primary schools.

Typical lower level lessons

As you can see, students read and answer questions, learn important grammar points and improve their spelling and vocabulary using attractive texts and prints.

Comprehension

Read these questions:

- 1 What colour is a giraffe's tongue?
- 2 Which animal is born with a tooth on the end of its nose?
- 3 Which animal wears ear-plugs all day?

Find the answers to the questions in this information.

Giraffes have long necks and long tongues. A giraffe's black tongue is 45 cms long. It is used to pull leaves from the tops of high trees.

Crocodiles lay eggs. A young crocodile uses its egg tooth to break the shell of its egg. The egg tooth is on the tip of the baby's nose and falls off after hatching.

Bush-babies hunt for their food at night and sleep in the day. When daytime comes, a bush-baby makes its own ear-plugs by curling its ears into two little balls. Then it pushes the plugs into its ear-holes so that daytime noises are shut out.



Write the answers in sentences to the three questions at the top of the page.

- 1 _____
- 2 _____
- 3 _____



Write **true** or **false** at the end of each sentence.

- 1 A giraffe's tongue is black.
- 2 Young crocodiles use their egg teeth to break the shell of their eggs.
- 3 Fully grown crocodiles have egg teeth.
- 4 Bush-babies use their ears to make ear-plugs.

Grammar

A **pronoun** is a word which is used **in place of a noun**.

Read these two sentences:

Barbara cried because Barbara was lost.
Barbara cried because she was lost.

The **pronoun** she is used to avoid using the word Barbara twice in one sentence.

Read the commonly used **pronouns** in the box.

he us him you I they
she we her me it them



Draw a **ring** round the **pronouns** in these sentences.

- 1 Mrs Adams told Robert that he must go to bed.
- 2 The teacher told us that we must work quietly.
- 3 We asked Tom's mother if he could come out to play.
- 4 Mary told Megan that she would give her the book.
- 5 Will you lend me a pen if I let you borrow my compass?

Spelling

Learn to recognize **letter strings**.

e.g. **ight** as in **right** **tion** as in **invention**.



Draw a ring round the letter strings **ight**.
sight mighty delightful
slight brightly frightened



Draw a ring round the letter strings **tion**.
station education fractions
nation information protection



Draw rings round these letter strings: **atch** **able** **ough** **edge**.

catches fable scratch rough stable snatch
though gable hedge bought wedge patch
through ledge comfortable pledge



Write the words from the box in their four sets.

atch **able** **ough** **edge**



LOOK at each word. **SAY** each word. **COVER** each word. **WRITE** from memory. **CHECK** your spelling.

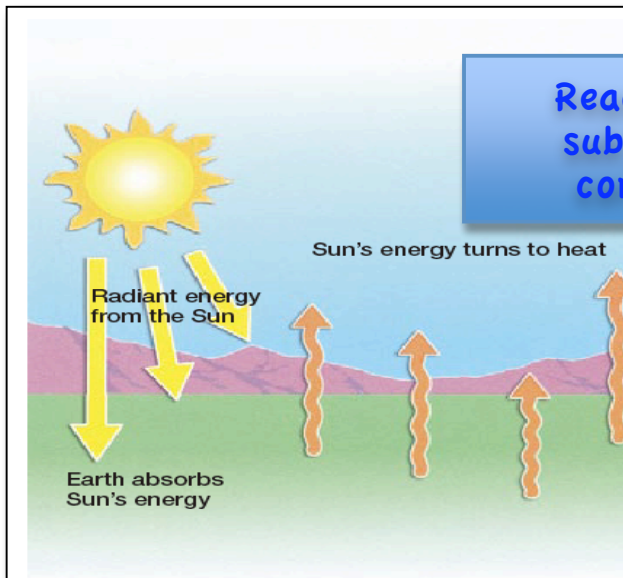
vegetables		_____	<input type="checkbox"/>
fraction	$\frac{5}{6}$	_____	<input type="checkbox"/>
light		_____	<input type="checkbox"/>
bough		_____	<input type="checkbox"/>
sledge		_____	<input type="checkbox"/>
matches		_____	<input type="checkbox"/>

Write **pronouns** instead of the words in **red**.

- He went to the cinema.
- The **sun** went behind a cloud.
- My brother lost **my pen**.
- Pat and I were ready.
- He told Mrs Smith that **the visitors** would come.

Typical higher level lessons

As you can see, the vocabulary is more challenging and reflects the type of words that the students would be studying in their previous schools.



Read about the subject at the correct level.

Our most important source of heat is the Sun. Have you ever stepped from the shade into the sunlight and felt warmer? You may think that heat travels from the Sun to Earth, but it doesn't. Sunlight is **radiant energy**. Radiant energy comes in many forms. When sunlight hits your skin, the energy gets absorbed. A microwave uses radiant energy to cook

Glossary

- conduction** the transfer of heat from one object to another (p. 14)
- conductor** a material that transfers heat from one object to another (p. 16)
- convection**
- evaporate** to change from a liquid state to a gas state (p. 20)
- friction** force that builds up when two objects rub against each other (p. 5)
- fuel** any material used to produce heat or power (p. 6)

Learn the vocabulary

Science a-z QUICK READ

Millions of homes have microwave ovens. Let's say you put a frozen taco into a microwave. Three minutes later when you take it out, it's hot and ready to eat. How did that happen?

In a regular oven the taco would be heated by **conduction**, the slow process of passing heat energy from one hotter particle to another cooler one. The heating of the taco starts on the edges and moves toward the taco's center.

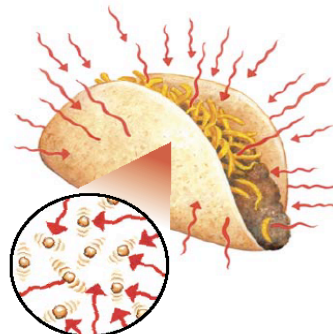
Do You Know?

Why don't the metal walls of a microwave oven get hot? Because metal reflects microwave energy. Microwaves pass right through glass, paper, and most plastics.



Microwave ovens cook food faster than regular ovens because they don't use conduction.

HEAT ENERGY Microwave Ovens



Microwaves pass through the taco, heating water and fat molecules inside it.

A microwave oven doesn't work by conduction. It heats the entire taco at once. Microwaves are a form of high-energy waves that we cannot see. They make the molecules in the center of the taco heat up. This means that the molecules in the center of the taco heat up much faster than the molecules on the edges. Heat is transferred from the center of the taco to the edges. This is why a regular oven takes longer to cook a taco.

Read about everyday items and how they work.

Brain Check

- How do regular ovens heat food?
- How does a microwave oven heat food?