

# IATEFL Slovenia Newsletter

WINTER ISSUE 2011, no. 53

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*im*

O tekmovanjih IATEFL Slovenia

Do you use the red pen?

Christmas is here again, hooray!  
– Tips, activities and original games

IATEFL Slovenia conference 2012

BE SIG & YL SIG

iatefl **Slovenia**

Conference announcement

**19<sup>th</sup>**

**annual IATEFL Slovenia conference**

## **CARE 2 SHARE ?**

will be held at

**Terme Topolšica, 1<sup>st</sup> – 4<sup>th</sup> March 2012**

With key speakers

**George Pickering, Noreen Caplan-Spence**  
and others to be confirmed

Speaker proposals accepted until 31<sup>st</sup> October 2011

Early bird registration until 31<sup>st</sup> December 2011

For updated information on the speakers,  
registration forms and speaker proposal forms,  
please check our website

**[www.iatefl.si](http://www.iatefl.si)**

As every year, the conference will provide superb education,  
socializing, relaxation, and fun.

We are looking forward to seeing you all again.

Registration is open to any member of the public who wishes to attend the conference. Registration fees differ depending on when you register and the delegate's membership of IATEFL SLOVENIA or IATEFL. We strongly recommend that the delegates register early and take advantage of the early-registration and member rates. In order to register, conference participants should send a completed registration form and a completed IATEFL SLOVENIA membership form (if they wish to join IATEFL SLOVENIA and be entitled to member rates) together with proof of payment to the address on the registration form.

# Editorial

Dear readers,

Holidays are here again and so is our winter issue. It is full of information about IATEFL competitions for primary and secondary schools, useful tips and lesson plans, interesting projects and an invitation – for all English enthusiasts – to our **19<sup>th</sup> annual IATEFL Slovenia** conference in Topolšica.

Reading the articles in this issue, I remembered how I hated red and used a green pen instead of it at the beginning. Being the only exception, I soon adapted and used the red one as everybody else. However, I still prefer green and use it for some tests and homework from time to time. Lorca wrote in one of his famous poems “Green, as I love you, greenly” and I agree with him completely. What about you? Which is the colour of your choice?

Christmas – usually depicted with white, green and red – is a holiday widely celebrated and one of the happiest times of each year. We wanted to give you one more reason to be happy. We wanted to give you something to use in class and celebrate with the students. Among other things, there are two original Christmas games just for you. Get in the holiday spirit and have fun!

Tjaša Lemut Novak

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**p.p. 1677, 1001 Ljubljana**  
**Email: info@iatefl.edus.si**  
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**tel: 041 907065**

IN editor: *Tjaša Lemut Novak*  
President: *Jasna Cepuder Sedmak*  
Email: *jasna.sedmak@iatefl.si*

Language editor: *Oliver Sims*

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Articles, letters and other contributions should be addressed to IATEFL, p.p. 1677, 1001 Ljubljana  
Email: *info@iatefl.edus.si*

IATEFL Slovenia Board Members:  
*Jasna Cepuder Sedmak*  
*Sandra Vida*  
*Marša Meznarič*  
*Eva Pišljari Suhadolc*  
*Beti Kerin*  
*Jasna Džambič*  
*Tjaša Lemut Novak*  
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*Andreja Lakner*  
*Dolores Malič*

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*Dear readers,*  
*we wish you all the best and may 2012 be full of love*  
*- take this mistletoe (our small present just for you)*  
*and share your love with others :)*

your **iatefl** Slovenia

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# EUROPEAN LANGUAGE DAY

by **Andreja Lakner**

**For the second year now, on 26<sup>th</sup> September we celebrated European Language Day. This year primary and secondary school pupils, together with their language teachers, were invited to concentrate on European fairy-tales and legends. Since we wanted to encourage pupils from lower grades to take part as well, we decided that participants could write in three categories:**

- years 4 and 5 were asked to find as many titles of a certain fairy-tale or legend in different languages as possible;
- years 6, 7 and 8 were to design a comic strip on the subject;
- year 9 and secondary school pupils were invited to think of a different ending for their favourite fairy-tale or legend.

In the end we asked the mentors to load their projects onto our webpage.

We are delighted to say that we were pleasantly surprised with the responses. Eighteen schools – twelve primary and six secondary schools – contributed to the project, and the works were full of imagination and creativity. Some of them were also very amusing! It is also worth mentioning that the fairy-tales were not only written in English: we also received quite a few written in German, Italian and Slovene. And there's even a fairy-tale ending written in Russian, in the Cyrillic alphabet.

We would like to thank all the mentors for their time and help, because the day couldn't have been a success without them. Together with your pupils and students you have done a brilliant job!

So to end, there are some examples of what was achieved on the language day at [www.iatefl.si/node/157](http://www.iatefl.si/node/157). Thank you again and we hope to hear from you on **26<sup>th</sup> September 2012**.

## CINDERELLA

Cinderella tried the glass slipper on and excitedly waited for prince to recognize her, but he just said: "Well, young lady, next time take care of your personal belongings or at least lose both of your slippers, so that I'll be able to sell them at the flea market."

LINA BERLOT, 4.b  
*Gimnazija Nova Gorica*  
Mentorica: Svetlana Kutin

## DAS HÄSSLICHE ENMLEIN

Als es den Bauernhof noch einmal überflog, sah es dass alle Tiere, die ihn gehasst haben, plötzlich alt, grau, verschrumpeln und hässlich geworden sind. Da flog das hässliche Entlein davon und dachte sich, das alles aus einem guten Grund geschieh. Man darf niemanden nach seinem Äußeren beurteilen, weil sich das Schicksal schnell wenden kann und Schönheit sehr vergänglich ist.

DANI LEVEC, 9.r  
*OŠ Trzin*  
Mentorica: Nuša Slatner

## LITTLE RED RIDING HOOD

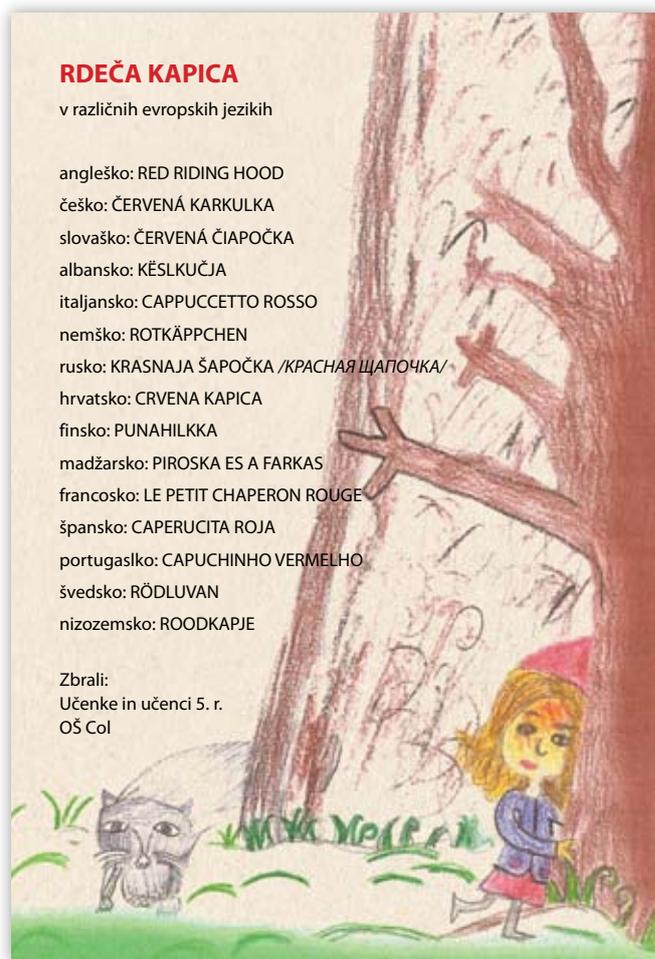
The wolf ate the grandma and Little Red Riding Hood. He became very thirsty, so he went to a bar near the forest. There he met his old friend. They had a few drinks and they went home. The next day he had a terrible stomachache, so he went to the doctor. He made an x-ray and found out that the wolf had the grandma and Little Red Riding Hood in his stomach. The doctor never told him, he just put him to sleep and he cut his stomach up. Grandma and Little Red Riding Hood jumped out and ran away. The wolf never woke up.

SIMONA, KATARINA, MENDI,  
*Dvojezična srednja šola Lendava*  
Mentorica: Sandra Vida

## SNOW WHITE AND THE SEVEN DWARFS

The prince didn't believe that the dwarfs are not responsible for Snow White's death and he accused them of killing her. But as he was about to take them to jail, he slipped on the dwarfs' tears and accidentally fell on the lying girl and kissed her. After that they all lived happily together in a beautiful castle.

TOMI MERC,  
*OŠ Videm*  
Mentorica: Stanka Veršič



## RDEČA KAPICA

v različnih evropskih jezikih

angleško: RED RIDING HOOD

češko: ČERVENÁ KARKULKA

slovaško: ČERVENÁ ČIAPOČKA

albansko: KËSLKUČJA

italjansko: CAPPUCETTO ROSSO

nemško: ROTKÄPPCHEN

rusko: KRASNAJA ŠAPOČKA /КРАСНАЯ ЦАПОЧКА/

hrvatsko: CRVENA KAPICA

finsko: PUNAHILKKA

madžarsko: PIROSKA ES A FARKAS

francosko: LE PETIT CHAPERON ROUGE

špansko: CAPERUCITA ROJA

portugalsko: CAPUCHINHO VERMELHO

švedsko: RÖDLUVAN

nizozemsko: ROODKAPJE

Zbrali:

Učence in učenci 5. r.

OŠ Col

## CELEBRATING EVEN MORE SPECIAL DAYS TOGETHER

**This year, IATEFL Slovenia wants to celebrate all year long.**

**Do you want to join us? Do you feel like celebrating? All the time? All the things?**

**Well, yeah ... but how to start?**

It's really easy - just visit **OUR WEB PAGE**, find out which holiday we are celebrating at the moment and join us by sending your "products" to the open (only one at the time; we started with EUROPEAN LANGUAGE DAY and we'll end with SUMMER HOLIDAYS) cool creative competition or CCC. However, this is not it - there will also be an idea/exercise/game to use in class for each holiday.

There are numerous holidays in a year. Some are very well-known, some quite obscure and some something in-between. However, it seems always fun to celebrate them - for one reason or another.

This year, IATEFL Slovenia invites you to REALLY celebrate and have a fun as well as an "educating" experience while doing that. We've chosen a holiday (or two) for each month and decided to have a cool creative competition for each one along with an extra idea/exercise/game to use in a classroom. **Have fun! Learn by celebrating!**

**The chosen holidays are:**

- EUROPEAN LANGUAGE DAY (26<sup>th</sup> September)
- HALLOWEEN (31<sup>st</sup> October)
- THANKSGIVING (24<sup>th</sup> November)
- CHRISTMAS (25<sup>th</sup> December)
- MILK DAY (11<sup>th</sup> January)
- ST. VALENTINE'S DAY (14<sup>th</sup> February)
- ST. PATRICK'S DAY (17<sup>th</sup> March)
- MOTHER'S DAY (25<sup>th</sup> March in Slovenia)
- APRIL FOOLS' DAY (1<sup>st</sup> April)
- EASTER (24<sup>th</sup> April)
- TOWEL DAY (25<sup>th</sup> May)
- BEST FRIENDS DAY (8<sup>th</sup> June)
- SUMMER HOLIDAYS

**Visit it, explore it and join in ALL THAT HOLIDAY SPIRIT :)**

# Christmas is here again, hooray!

– Different tips, games, activities, etc. to use in class

by **Tjaša Lemut Novak**

**Have you run out of ideas about what to do for Christmas in school? What works? If you have, here are some tips for what you can do with your students to celebrate this special time:**

- Have a **karaoke lesson** with all the Christmas songs you can think of or let students (in pairs or individually) choose different Christmas songs and prepare their lyrics in a PPP, so other students can follow and sing along;
- Have a **quiz** about facts about Christmas (tons of info is available in different encyclopaedias and on the internet) or silly Xmas stuff (miscellaneous data about reindeers, elves, Santa, celebrations, gift wrapping techniques, song lyrics, etc.);
- Have a **SANTA fashion show** (it's a known fact that today's Santa got his look from Coca-Cola... so perhaps it's time to change his image again; students get the task to design and present Santa's new outfit along with his hairdo, make-up and all other relevant accessories);
- Have a that's **all I wish for Christmas<sup>1</sup>** lesson, where students have to write a Santa letter [Mind the form!] using the 20 given words in their letters (this is a creative writing activity; when they finish they read their letters aloud and show how original and funny/serious, etc. they were).

\* an idea for those 20 words:

recently	mostly	tidy	thermometer	routine
older	however	disturb	glue	satisfaction
obey	neighbours	star	demanding	useless
ketchup	together	purple	freezing	gorgeous

- Play a **game**; of course not just any game but a game to do with Christmas – you can adapt various traditional/known games, so that they fit this frame, for example: *telephones* is changed into *Christmas messages*, *pantomime* into *Santa's miming*, *gallows* into *Spell with Santa*, etc.

<sup>1</sup> This sentence should be the last sentence of their Santa letters.

**At the end of this issue there are two board games made ESPECIALLY FOR YOU. They are both about Christmas and can be played in different ways, so you can play one of the versions with young learners and the other with those who want more. The two games are:**

- **Becoming a Santa's Helper** (Canes & Lights)
- **North Pole Frenzy** (Freezing Cold)

*Have a very merry Christmas  
and a happy new year!*



# TALKING TURKEYS

## – a lesson plan

by **Eva Pišljar Suhadolc**

### Here's an idea for you to use in class before Christmas.

1. Tell your students that you are going to talk about poetry (you are bound to get some reactions there 😊).
2. Write the name of the poet on the whiteboard: Benjamin Zephaniah. Ask them if anyone knows anything about him. (Not very likely, but they might surprise you.)
3. Go to the internet and show them his photograph. (Go to Google Pictures and type in his name – you'll get hundreds of his photographs.)
4. Ask students to predict what kind of a poet he is – what sort of poetry he writes. When they finish guessing, tell them some interesting facts about his life. They always enjoy hearing that he hated school and finished full time education at the age of 13, that he had his first public performance in church when he was 10, that his poetry is influenced by the music and poetry of Jamaica, etc. You'll find more information on his webpage: <http://www.benjaminzephaniah.com/content/biography.php>.
5. Give them a handout – his poem Talking Turkeys, from which I have erased the word "turkey". Ask them to guess what the missing word is. They will have all sorts of interesting ideas. As a feedback activity, invite some students to read their versions. Fun guaranteed.
6. Show them a video on Youtube where Benjamin Zephaniah himself is reciting this poem: <http://www.youtube.com/watch?v=v4AgPSjzXkw>. Students normally love it.
7. As a follow-up activity, you can discuss the traditional British Christmas meal, talk about vegetarianism, materialism and more.

TALKING \_\_\_\_\_

Be nice to yu \_\_\_\_\_s dis christmas  
Cos \_\_\_\_\_s just wanna hav fun  
\_\_\_\_\_s are cool, \_\_\_\_\_s are wicked

An every \_\_\_\_\_ has a Mum.  
Be nice to yu \_\_\_\_\_s dis christmas,  
Don't eat it, keep it alive,  
It could be yu mate, an not on your plate  
Say, Yo! \_\_\_\_\_ I'm on your side.  
I got lots of friends who are \_\_\_\_\_s  
An all of dem fear christmas time,  
Dey wanna enjoy it, dey say humans destroyed it  
An humans are out of dere mind,  
Yeah, I got lots of friends who are \_\_\_\_\_s  
Dey all hav a right to a life,  
Not to be caged up an genetically made up  
By any farmer an his wife.

\_\_\_\_\_s just wanna play reggae  
\_\_\_\_\_s just wanna hip-hop  
Can yu imagine a nice young \_\_\_\_\_ saying,  
"I cannot wait for de chop",  
\_\_\_\_\_s like getting presents, dey wanna watch  
christmas TV,  
\_\_\_\_\_s hav brains an \_\_\_\_\_s feel pain  
In many ways like yu an me.

I once knew a \_\_\_\_\_ called... \_\_\_\_\_  
He said "Benji explain to me please,  
Who put de \_\_\_\_\_ in christmas  
An what happens to christmas trees?",  
I said "I am not too sure \_\_\_\_\_  
But it's nothing to do wid Christ Mass  
Humans get greedy an waste more dan need be  
An business men mek loadsa cash".

Be nice to yu \_\_\_\_\_ dis christmas  
Invite dem indoors fe sum greens  
Let dem eat cake an let dem partake  
In a plate of organic grown beans,  
Be nice to yu \_\_\_\_\_ dis christmas  
An spare dem de cut of de knife,  
Join \_\_\_\_\_ United an dey'll be delighted  
An yu will mek new friends "FOR LIFE".

### Very Interesting Pages Corner – V. I. P. Corner

Here are some more interesting and useful web pages. If there are any web pages you like, send us the links and we will publish them in our next issue.

<http://www.tripline.net/> - trip line, very useful for past simple and present continuous tense

[http://grou.ps/celt\\_athens/](http://grou.ps/celt_athens/) - ELT teachers' network

<http://www.sophia.org/> - social teaching + learning network

<http://www.studyblue.com/> - online flashcards

Something for all those in the holiday spirit: <http://xmasfun.com/lyrics.asp/> - Christmas songs + videos

But even more great ideas are posted daily on our Facebook page. Become a member.

<http://www.facebook.com/groups/199948816715813/>

# Tekmovanje iz znanja angleščine za osmošolce v šolskem letu 2011/2012

by **Lea Sobočan**

**Dragi mentorji,**

**spet je leto okoli in spet lahko berete letno poročilo iz našega tekmovanja za osmošolce. Letos je tekmovanje v organizaciji IATEFL Slovenia potekalo že tretjič in veseli smo, da ste se za sodelovanje odločili v tako velikem številu.**

**Vem, da vas vse zanima statistika, najprej zelo neuradni rezultati:**

- 4863 učencev je sodelovalo na šolskem tekmovanju
- 417 učencev se je uvrstilo na državno tekmovanje.

**Natančno število priznanj bo znano šele po poteku roka za pritožbe, ki je bil 9. 12. 2011, neuradni rezultati pa so sledeči:**

- 53 učencev si je prislužilo zlato priznanje
- 356 učencev si je prislužilo srebrno priznanje
- 333 učencev si je prislužilo bronasto priznanje.

Kot že prejšnja leta smo tudi letos informacije za tekmovanje ponudili preko naše spletne strani. Tam ste lahko našli obrazce, pravilnike ter navodila za izvedbo tekmovanja, kot tudi informacije o sestavi nalog. Upamo, da bomo naslednje leto dostop do informacij še poenostavili, da ne bo preveč slabe volje zaradi množice dokumentov.

Letos se je arhiv spet izkazal za priljubljen pripomoček pri pripravi učencev na tekmovanje, upam da je vam prišel prav in so bili učenci bolj samozavestni pri pristopu k nalogam.

Lanska okrogla miza je prinesla kar nekaj idej glede same sestave nalog, ki smo jih skušali v čim večji meri upoštevati, saj nam je v interesu, da naše naloge odražajo pristope mentorjev k jeziku in pouku.

Prav zato naj izkoristim to priložnost, da povabim vse, ki bi si naslednje leto želeli sodelovati pri sestavi nalog za tekmovanje za osmošolce, da se mi oglasite na e-naslov ali pa me kar pokucajte za rokav na naši konferenci. Smo mnenja, da več glav več ve in z vašo pomočjo

se bo lahko tekmovanje za osmošolce razvijalo v pravi smeri, da bo lahko ponudilo kakovostne naloge, ki bodo pokazale tiste res najboljše učence v generaciji.

Znanje jezika, kot sami dobro vemo, se ne pridobiva le v šolskem okolju ampak tudi z dodatnim samostojnim delom, ki ga je učenec pripravljen vložiti v svoj jezikovni razvoj. Nekateri spisi na tem tekmovanju so to prav jasno pokazali, saj smo članice komisije dobivale prav neverjetne predloge, od tega, da naj si pogledamo najnovejši video Rebecce Black, če želimo iz limon delati limonado, pa do liričnega opisa predmestja Los Angelesa, kjer se moramo prilagoditi navadam domačinov, tudi pri kupovanju stanovanja.

Prav z veseljem smo tudi ugotovljale, da mnogo učencev že sedaj pozna širok nabor besed in se ne ustrašijo niti besedotvorja, ki so ga reševali več kot odlično. Tudi naloga poznavanja kulturnega okolja – pregovori in razlaga je potekala kar dobro. Ugotovile smo, da učenci zares dobro poznajo pregovor When in Rome, do as the Romans do in ga znajo tudi odlično predstaviti, imajo pa težave z razumevanjem pregovora When life gives you lemons, make lemonade.

Letos smo predstavile tudi nekaj novosti – tekmovalne naloge smo prestavile na splet. Dostop do nalog smo ponudile na strežniku na dan tekmovanja, kar je zagotovilo mentorjem, da so do tekmovalnih nalog lahko dostopali nemoteno, kot tudi zagotovilo tajnost tekmovalnih nalog, saj je bilo le malo možnosti, da bi imel dostop do tekmovanja še kdo drug. Seveda so se tudi pri tem pojavljale manjše težave, ki pa smo jih z dobro voljo in potrpljenjem hitro rešili.

Na tem mestu bi se seveda rada zahvalila vsem, ki ste si vzeli čas in nam sporočili svoje povratne informacije, preko ankete ali pa preko e-naslava. Cenimo, da ste si vzeli čas in si olajšali dušo. Vse vaše predloge bomo poskusili upoštevati pri pripravi tekmovanja naslednje leto, upamo tudi, da se nam boste pridružili na okrogli mizi za tekmovanje osmošolcev na letni konferenci, ki bo 1.–4. marca v Topolšici.

## OBVESTILO O REGIJSKEM IN DRŽAVNEM TEKMOVANJU V ZNANJU ANGLEŠKEGA JEZIKA ZA 3. LETNIK SREDNJIH ŠOL

**Spoštovane kolegice in kolegi!**

**Pošiljamo vam osnovne informacije v zvezi s tekmovanjem v znanju angleškega jezika za šolsko leto 2011/2012. Pravilnik o tekmovanju srednješolcev v znanju angleščine, ki to tekmovanje natančno ureja je objavljen na spletni strani IATEFL Slovenia (<http://www.iatefl.si>) in vas vabimo, da si ga podrobneje ogledate.**

### **1. TEKMOVALNE KATEGORIJE:**

Tekmovanje poteka v petih kategorijah:

- A1:** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli splošno gimnazijo oz. so v evropskih oddelkih
- A2:** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli strokovno gimnazijo
- A3:** za tekmovalce tretjih letnikov, ki so več kot eno leto bivali na angleško govorečem področju in tiste, ki so v oddelkih mednarodne mature
- B:** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli 4-letno strokovno šolo, ki se zaključí s poklicno maturo
- C:** za tekmovalce tretjih letnikov, ki jim je angleščina drugi tuj jezik (tretje leto učenja)

### **2. SODELOVANJE UČITELJEV MENTORJEV:**

Vsaki 10 dijakov, ki se s posamezne šole udeležijo regijskega ali državnega tekmovanja, mora spremljati en učitelj, ki bo sodeloval pri izvedbi oz. nadzoru tekmovanja in popravljanju tekmovalnih nalog, ne glede na to ali je ta učitelj član IATEFL Slovenia ali ne. Učitelji spremljevalci prejmejo potrdila o sodelovanju.

Dijaki, ki pridejo na tekmovanje brez spremljevalnega učitelja, se tekmovanja ne morejo udeležiti. V tem primeru jim IATEFL Slovenia tudi ne povrne plačane prijavnine.

### **3. PRIJAVA NA REGIJSKO TEKMOVANJE:**

Tekmovanja se lahko udeležijo dijaki tretjih letnikov gimnazij in srednjih strokovnih šol. Šole same presodijo, na kakšen način bodo izbrale dijake, ki jih bodo poslale na regijsko tekmovanje. Vsaka šola sme na tekmovanje prijaviti neomejeno število dijakov. Dijaki, katerih materni jezik je angleščina, se tekmovanja ne morejo udeležiti.

### **4. POMEMBNI DATUMI:**

Regijsko tekmovanje bo potekalo 6. 2. 2012 na izbranih regijskih šolah in državno tekmovanje 19. 3. 2012 na Ekonomski šoli, Prešernova 6, Ljubljana.

**Prosimo, da se dijaki zberejo na šoli pol ure pred pričetkom tekmovanja.**

Beti Kerin, prof.  
koordinatorka tekmovanja



Jasna Cepuder Sedmak, prof.  
predsednica društva



# To see or to feel Britain?

by **Maja Lebar Bajec** and **Ksenija Terglav Jakopin**



Maja Lebar Bajec



Ksenija Terglav Jakopin

**A group of Ledina High School students from Ljubljana, accompanied by three English teachers, spent the autumn break travelling around England and Wales. What could have been an average, if entirely English-spoken, school trip, packed with authentic tasks and activities, turned out to be even more. All because of a giraffe that could not dance.**

On a chilly November morning we all gathered in a dance studio of Cardinal Heenan High School and Specialist Sports College in Liverpool, since we had been invited to attend the school assembly and later on to go round the school and meet some students. Our first impressions upon entering the building were those of awe: everything so different from what we are used to seeing. We were sitting among the English students while their teachers presented them with the daily information, when the drama teacher started reading a story. It was about Gerald, a giraffe that could not dance\*. His jungle friends were making fun of him, leaving him alone and depressed, until he found music that he loved and realized he could dance as well as everybody else. All he needed was a little encouragement. And at that moment all that we had been experiencing for days while meeting some great, inspiring people fell into place. That was what everyone was saying, that was the message throughout.

The school seems to be following that policy. Everywhere you can see positive thoughts; students are quiet; there is often no door separating individual classes and when there is, it is partly made of glass. The school is huge and, apart from the sixth-form students during break and before lessons, they are strictly separated according to gender. The sixth-formers were actually the only students we got to meet, and our students had many questions for them. They were particularly interested in uniforms, which are only obligatory for younger students, but the sixth-formers had voted in favour of them just last year. Another matter of interest was make-up – only sixth form girls are allowed to wear some, and very discreetly. But what probably shocked them most was the truancy policy. No good student really plays truant; if they are late for school, the police come and

bring them, so nobody really wants to get into trouble. The message was ubiquitous: you can only be a part of the school if you apply yourself and if your results are really good.

However, the amazing staff of the Heenan High School were not the only natives we met. First and foremost, we need to mention Sasha Kenney, who was the heart and soul of the whole project. She is originally from Slovenia and studied English Language at John Moores University in Liverpool. Having travelled all around the world, she decided to live in the UK, as she fell in love with the country and the British people. Wanting to share her passion for language and Britain, she is delighted to spread the joy of travelling around the country with students and teachers from Slovenia, and luckily we are her favourite protégées. Apart from seeing the main attractions and landmarks, the trip aimed to provide a positive and unforgettable cultural experience. The ambition of the trip is clear: Explore, Discover and Aspire. The effect is evident in the students and teachers returning, and we really hope that such it continues for years to come.

Then there was Marja, another Slovenian who joined us for some time during the trip. She graduated with distinction in film production, which is a very distinctive achievement even among the British, and is now a postgraduate student at Warwick University. She was able to provide first-hand experience about the life of a foreign student at British universities. The students were also impressed by Laura, a graduate Oxford student, who very realistically and in a down-to-earth manner not much different from theirs, explained the school system and also showed us around Brasenose college, her alma mater. She and Sasha also managed to get us into Christ Church College, one of the 38 Oxford colleges, indeed possibly the most famous. Among the many things to see, Christ Church also has the famous Harry Potter dining room, which impressed our students greatly.

In Wrexham, a lovely Welsh town, we met Rachel, Ryan and Caleb. They come from different parts of the world – Rachel is English, Ryan is American and Caleb is Irish – but they all ended up living and working in Wales, where they found an opportunity to develop personally and professionally. All three gave our students some invaluable advice about mobility in today's world and assured them that we do indeed live in a global village and that nobody should be afraid of moving away from home. We must admit that we expected our students to have a few difficulties understanding their English, since all three speak with extremely strong accents, but we were taken aback once again: they chatted with them as if they had known each other for ages.

Our students were also offered authentic learning experience through sports, the activities ranging from mini-golf to



hula-hooping and cricket. Not only did they get to mingle with the locals, but they were also led by professional coaches. In the mini-golf, ideas were exchanged and advice given. After visiting the famous Liverpool FC Stadium, our boys played football in the college. The girls did hula-hooping, a recreation activity gaining popularity in the UK. They followed the instructions and learned to perform certain elements, and got a lot of encouragement in the process. They were inspired by Sasha, who promotes hula-hooping through charity runs and this year even took part in the London Marathon, one of the biggest running events in the world, of course hula-hooping all the way, which got a lot of media attention. Finally, all the students got familiar with cricket, a typical English sport not widespread (even less understood) enough in other European countries.



Each student turned into a tour guide for a time, since learning-by-doing is the most effective way to learn. Each of them prepared a presentation of a county we travelled through, or a city, landmark, club, musician, etc., in advance and presented it in the coach, speaking into the microphone. An extract was prepared as well to be added to each student's portfolio. Among the other portfolio assignments were a preliminary quiz on the UK, quizzes on the special days celebrated during our stay – Halloween and Guy Fawkes Night – writing a story, and a what-do-you-remember quiz.

Our students were also present at one very formal occasion – the inauguration of Young Lord Mayors of the City of Liverpool in the Town Hall. Since our visit coincided with 'Parliament Week' in the UK, we had been asked to make a short film on democracy as a contribution, and this was shown as part of the ceremony.



On our way back to Slovenia, the students were encouraged to reflect on the days spent in the UK. Each of them was asked to write a letter of thanks to Sasha, and all the letters were actually sent to her. Another form of getting some feedback was a questionnaire asking them to evaluate the trip and make suggestions as to what to improve or do differently next year.

All the students were assessed for performing the various tasks, completing the portfolio and, most importantly, speaking English 24/7. The following criteria were followed: the quality of the written and oral presentation, the quality of the extract, completion of the tasks and creativity, each being given one point, the sum thus corresponding to the final grade.

Knowing how important it is to learn a language in an authentic environment, surrounded by native speakers with different accents, we look forward to returning to the UK next year, thus offering another group of students the opportunity not just to see Britain, but to feel it. We would be glad to share this experience of ours with you at the IATEFL Conference at Topolšica and to invite you to the UK with us, thus enabling our colleagues to experience the country in a different way.

\*THE STORY: Giles Andreae and Guy Parker-Rees, Giraffes Can't Dance

# Her Majesty – the Red Pen

by **Lidija Branilović** (*Osnovna škola dr. Ivana Novaka, Macinec*) HUPE Newsletter Editor

**During my short working experience, I've found out that it really doesn't matter how long you've been working to get children to trust you, to be their friend but still a mentor, to teach them more educational skills which will lead to the linguistic ones. Working in a mostly Roma school, I was looking for some advice and help on how to make them interested and keep them that way.**

After reading the results of an Australian survey on the influence of the red traffic light on people, I started experimenting with something similar in my classroom: instead of the red pen, I used a green one for a week, then a purple one for a week and so on.

The Australian survey interviewed people about the influence of the red traffic light during their driving time and what they would change about it (if anything). The results have shown that people are more depressed and under a larger amount of stress when they have to stop and wait, and they believe that changing red for purple would make things better!

I was shocked! Are you?

Before asking my students their opinion about the use of the red pen, I wanted to emphasise the difference between mistakes and errors, which although is minor is still relevant. If we consider mistakes to be not using correctly the language somebody already knows, errors should have more severe meaning and present the outcome of a learner's developing competence. While mistakes require direct feedback and remedial treatment, errors are more used for planning future work. Mistakes are also more common in spoken language.

Every teacher, at least in our public schools, needs a certain amount of equipment to be the "real deal": the directory of students, laptop and projector (if ICT educated), coloured chalk and blackboard, some books, and – the red pen.

There's a growing school of thought that using red ink to mark and correct students' work is damaging to their self-esteem as it is an angry and confrontational colour traditionally associated with mistakes/errors. Red does have its benefits though – it's possibly the easiest colour to differentiate from the blue or black that students usually write in, which makes it easier for them to see where they have made errors and learn from them.

The questionnaire I put to my students only had three simple questions; it was in Croatian and the students (98 of them) could easily answer them in a minute.

The first question was 'How does the use of a red pen in correcting your mistakes influence you?'; 52% answered that it

didn't influence them whatsoever, 25% answered that the red pen was motivating and only 22% thought it had a negative influence.

The second question was 'What other colour would you use instead?'; 53% of the students said that they wouldn't change it at all, while 23% would prefer it if teachers used purple and/or green.

The third question was 'How many teachers use a red pen for correcting mistakes?'; 62% answered that most teachers use it, 18% answered that only a few use it, 15% answered that all of them use it, while 3% answered that no one uses it. (The latter is probably not true or those students are colour-blind.)

Do you find the results surprising? Motivating? Interesting? Or understandable at all?

Although students would probably even hate green if it symbolised something wrong or something that needed to be corrected and done one more time, if we think about the Australians from the beginning of the article – wouldn't we all prefer something different from time to time?! 😊

By the way, if any readers would like to do the same experiment, feel free to use the questionnaire below; just PLEASE let me know the results!

## ANKETA

### 1. Kakšen vpliv ima nate rdeča barva pri popravkih na testih, domačih nalogah, itd.?

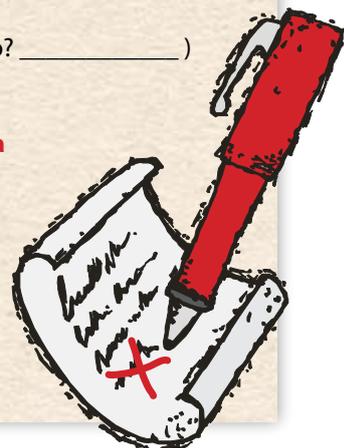
- a. slab
- b. spodbuden (me motivira)
- c. ne vpliva name

### 2. S katero barvo bi zamenjal/a rdeči kemik pri popravkih na testih, domačih nalogah, itd.?

- a. z zeleno
- b. z vijolično
- c. z neko drugo barvo (katero? \_\_\_\_\_)
- d. ne bi menjal/a

### 3. Koliko učiteljev popravlja teste, naloge, itd. z rdečim kemikom?

- a. vsi
- b. večina
- c. nekaj
- d. nihče



# Storytelling

This series of articles from the British Council aims to help you think about *your* teaching and bring new ideas and activities into your classroom. The series covers topics including homework, working with large classes and finding resources. Today we look at **storytelling**.

## Read these comments from teachers. Do you agree?

*'I don't feel confident telling stories to young children.'*

*'I'm not sure how to use stories with older learners. Do they want to listen to stories?'*

Juan, Venezuela

Jagan, India

How can we use story telling effectively in class?

### Young children usually love listening to stories.

- Introduce a story with **props**. Use the cover of a storybook, puppets (use an old sock or a face on a stick) or simple drawings on the board.
- A picture book can be in any language – just use the pictures. Remember to hold up a book for all to see.
- Get the children's attention by saying and **miming** 'Eyes on me. Ears open. Mouths closed!'
- By telling a story with feeling you can really bring it alive for the students so that they feel they are in the story. Use different voices and actions. Practise your story before presenting it.
- Encourage children to join in with actions and repeated phrases. Translate or explain new words if necessary.
- Draw the main characters on the board, each time the children hear the name they have to point to the character.
- Mime closing a book (or close a real one) for silence.
- What did the students like about the story? Do they have any similar stories to tell?
- Retell a story in a future lesson and encourage the children to join in a little bit more each time you read it. Read stories with repeated phrases like 'The Three Little Pigs' and 'The Very Hungry Caterpillar'.

### Older learners need a reason to listen to a story.

- Tell students three stories about your life, two true and one false. They listen and decide which story is false.
- We can give two different endings and the students discuss which is correct.
- Students can listen to a story then try to retell it in groups, each person takes turns to say one sentence.
- Give students questions to answer before they hear a story (for example, 'Why is a boy sitting outside the principal's office?' 'Who's wearing a pink bow tie?...'). They invent a story through their answers (for example, 'A boy is waiting to be punished by the principal. The maths teacher is wearing a bow tie.') Students want to hear the 'real' story after inventing their version.
- Reading stories or novel extracts can be part of a **project**. It could include finding information about the author, writing a book review, talking about favourite types of books, making a quiz about the characters in a story, and writing a short story.

Storytelling doesn't need lots of resources but it can provide lots of language practice for all age groups.

## What do you think?

Sharka from Czech Republic writes:

*Practise telling stories for young children in front of a mirror. You need to find the right pace and know which words to emphasise (and maybe which to translate or explain!) to bring the story alive.*

*Telling stories and anecdotes forms an important part of our everyday communication; what we did at the weekend, the latest news, talking about films... Everyone loves a good story – children, teenagers and adults.*

## A classroom activity - story grid

This is a low preparation activity to use with teens and adults. Students create a short story in small groups. They don't write it.

- Draw a 4x4 grid on the board and then put one word in each box, for example:

jungle	plane	Amazon	crash
Tony	survive	insects	snakes
Jayne	lost	knife	run
criminal	Ben	biologist	rescue

- Include people and place names, verbs, nouns, adjectives etc. Add some words to make story more exciting such as 'crime', 'love', 'hate', 'murder', 'robbery', 'broken-hearted', 'treasure'.
- In small groups students create a story. They can use any language they want to but they have to include all the words in the story grid.
- Give help to the groups as they create their stories.
- They can retell their story to you, the rest of the class or to other groups.
- Have a class vote on the best story.

Tip: Note errors to write on the board for class correction later.

## Glossary

**Miming** is demonstrating something using actions, not words.

**Props** are things you can use in your classroom to help you tell a story or set the scene for an activity.

A **project** is a series of activities where students work together on a specific topic. For example, a group of teenagers produce a poster and give a talk about using social networks such as Facebook.

## Think about

- Which stories do parents tell to their children? Could you borrow picture books (it doesn't matter what language the words are in) to use for storytelling in class?
- Ask other teachers which stories their students have enjoyed. Do they have a copy you could borrow?

# IATEFL Hungary, 7<sup>th</sup>–9<sup>th</sup> October 2011

by **Lea Sobočan**

**Konferenca se je začela v petek z nagovorom predsednice Zsuzse Lindner in plenarnim...**

**Forgive me, dear colleagues, but after three days of English only, it is quite difficult to switch back! So this report continues in English, as it is being written on a train back to the warm embrace of my mother tongue. I'll try to keep it short and sweet, but if you want the full report, I can be bribed with coffee. Alternatively, check the blog at <http://uj.iatefl.hu/blog>.**

...and plenary talk by Jamie Keddie, a rising star in ELT. He talked about the attitude towards teachers, whether to regard ourselves as merely givers of materials or whether to make ourselves the centre of the lessons again. Some of the ideas he presented are also available on his webpage, [lessonstream.org](http://lessonstream.org), which I heartily recommend.

Next there were the SIG programmes. Due to personal preference, I visited the ICT SIG event. The last session was quite inspiring. Deceptively titled as "Uncourse in ICT in ELT", it was more of an open discussion, with teachers exchanging doubts, fears and experience in using ICT in the classroom. The discussion moved online for the rest of the conference and I have high hopes that it will provide a firm support for the ICT SIG. I sometimes miss this in conferences, just sharing ideas with other teachers, seeing what works for them and thinking about how to adapt this for my classroom.

During dinner, we touched on the possibility of international cooperation in terms of ideas exchange, which could continue with teacher or even student exchange with our partners from Hungary, Croatia and Poland.

The evening finished with a trip on the Danube, where we could share our first impressions with our colleagues.

The next morning was greeted by an inspiring talk from Sheelagh Deller, where she talked about who influences who in the Learning Community. Rather than concentrating only on the teacher and student, she included parents, principals and other staff such as curriculum writers. Unfortunately, despite leaving a lot of food for thought, she could offer no easy solutions for the difficulties that arise due to conflicts, aside from raising awareness. I think perhaps such a talk should be given simultaneously to all working in the community.

The highlight of the conference for me was the talk by Michael Swan on the changing rules of spoken grammar and what we, as teachers, should pay attention to. Some of the (many) points he raised were the use of the progressive for stative verbs, the changing meanings of modals and the necessity for a non-native model of English. I especially remember him stressing that we don't need to be perfect teachers, with perfect grammar and perfect pronunciation, we just need to be good enough.

For me, the workshop from which I got the most practical help was Jasmina Szardovska's. She prepared some very practical ideas on how to make teaching business English fun and motivating for the students. She presented 10 ideas in all, which in the short space of 60 minutes she had available was an amazing feat in itself. I would heartily recommend her workshop to all.

The third and final plenary was passed over in favour of international cooperation and swapping ideas.



*International co-operation at its best...*

The workshop on the role of humour in the English classroom was incredibly inspiring and offered several ideas on the use of jokes, cynical definitions, howlers, amusing acronyms and famous quotes. I ordered the presenter's book; I'll let you know if it's any good, but judging by the fact that it had sold out by the time I got to it, I'd say it's odds-on to be pretty darn good.

There is something that I need to get off my chest about the workshops: some are good, some leave something to be desired, but for the love of all things EFL, please don't give me any more workshops that start with a 15 minute theoretical introduction! We're all professionals: we really don't need to hear 5 different definitions

# Programme of the IATEFL conference 2012

of a teaching concept and we're losing valuable time where you could be sharing practical ideas.

## Some of the things I especially enjoyed during the conference and I think would be worth taking up:

- There was a live blog during the conference and an email address provided for those who wished to contribute their thoughts and pictures.
- The scavenger hunt among the exhibitors' stalls – the prize for the lucky winner was a goody bag. Exhibitors get more spotlight and people are sure to stop even at stalls maybe not as interesting to them at first glance.
  - Saving the best for last: the event finished with a "Meet the Speakers" plenary session. I thought this was an excellent idea, and the speakers responded extremely well. The organizers invited the participants to contribute their questions in written form after each plenary. The session was not done as a panel discussion: we sat in a circle with one of the plenary speakers and after a few short questions from the moderators, anyone who had questions could ask the speakers. I know there are quite a few speakers who leave soon after their talk, but I was surprised how well everyone responded and more than 100 people decided to stay and participate in the closing event of the conference.

Finally, to conclude this short insight into the Hungarian IATEFL, here's a nice thought from Michael Swan: stay calm, don't panic!

## THURSDAY, 1<sup>st</sup> MARCH 2012

14.00–17.00	Registration of participants
17.00–17.30	Official opening of the conference
17.30–19.00	PLENARY HALL 1
	<b>CARE TO SHARE? (workshop)</b>
17.30–19.00	Care to share? Workshop with Steve Lever
19.00–20.00	Dinner
20.00–22.00	Social evening – Care To Share your love for dancing?

## FRIDAY, 2<sup>nd</sup> MARCH 2012

7.00–7.30	Morning gymnastics in the pool
8.45–9.00	Welcome, changes, etc.
9.00–10.00	OPENING PLENARY
	<b>JUDY COPPAGE (Longman): CLIL – a co-operative (ad)venture</b>
10.15–11.00	Workshops
11.00–11.30	Coffee break
11.30–12.30	Workshops
12.30–13.30	Lunch
13.30–14.15	Workshops
14.15–15.00	Workshops
15.15–16.15	PLENARY (PLENARY HALL 1)
	<b>Charlotte Rance: Teaching critical thinking</b>
16.15–16.45	Coffee break
16.45–17.45	Workshops
18.00–18.30	Workshops
18.45–19.15	Workshops
19.15–20.00	Dinner
20.30–23.00	Social evening – THE ULTIMATE PUB QUIZ

## SATURDAY, 3<sup>rd</sup> MARCH 2012

8.00–8.30	Morning gymnastics in the pool
8.45–9.00	Announcements, changes, etc.
9.00–10.00	PLENARY
	<b>Noreen Caplen Spence (Pilgrims): Honey is sweeter than vinegar</b>
10.00–10.30	Coffee break
10.30–11.30	Workshop
11.45–12.45	PLENARY (PLENARY HALL 1)
	<b>George Pickering: The 2020 teacher</b>
12.45–13.45	Lunch
13.45–14.45	Workshops
15.00–16.00	Pecha Kucha session
16.00–16.30	Coffee break
16.30–17.15	Workshops
17.30–18.15	Workshops
18.30–19.00	Workshops
19.15–20.30	Dinner
20.30–23.00	Social evening – RAFFLE, Games evening

## SUNDAY, 4<sup>th</sup> MARCH 2012

9.00–10.00	CLOSING WORKSHOP
	<b>CARE TO SHARE what you learned? (Q&amp;A session with the speakers)</b>
10.15–11.00	Time for reflection

# An American diplomat visited our school

by **Andreja Lakner**

**When the head of our school, Ms Alenka Cuder, asked me if I would like to organize a visit from the American Embassy, my answer was: "But of course!" And when I told the kids at school an American diplomat was going to visit, I could immediately tell it was going to be something special.**

After contacting Ms Popovič, I learned the person coming would be Ms Gjorgjijevski, that she would speak to the students for about one lesson and that we could prepare some questions for her. So before the visit, I asked the students to think about what they could ask Ms Gjorgjijevski. When they had come up with their questions, we put them in order and decided who was to ask each one, so they felt quite sure about that. I also asked some of them to write a short description of our school. We used this to make a booklet, which we gave to Ms Gjorgjijevski as a present at the end of her 45-minute session. I also asked the students to write short reports on the visit for the next English lesson. And this is one of them:



## MY REPORT

*Sarah E. Gjorgjijevski visited our school. She told us a lot about her life and the USA. She is a U.S. diplomat. She works at the embassy of the United States in Ljubljana. She worked in many countries. She met her husband in Macedonia. Her favourite countries she's worked in are France and Slovenia. She was born near Chicago. Her parents live in San Francisco, in California. That is the reason that California is her favourite American state. Her husband is Macedonian. They have a daughter called Anastasia. Her sister has got two children. She was very afraid for her sister on 11<sup>th</sup> September. Ms Gjorgjijevski graduated at a school which is 1 hour 30 minutes from New York. She went to a girls' school for women too. Her favourite sights in the USA are national parks, the city of New York, because it has a special energy, and many monuments. She hasn't met many famous people, but she met Gordon Paul, who is a very famous political figure in the USA. She said that the most popular food in America was food in McDonald's, fast food, food, that you can put in microwave and French fries. Her favourite food in Slovenia is štrudelj. She likes mushrooms and truffles. In her free time she takes care of her daughter, cooks and reads novels. Her favourite sports are hiking and skiing. She likes French movies. When Ms Gjorgjijevski was a young girl, she often watched the cartoons about the Smurfs. She played the piano when she was young too. Ms Gjorgjijevski prepared very interesting questions about the USA like: What are two most popular sports in the USA? American football and basketball. Where do Americans make movies? In Hollywood. What is the second spoken language in the USA? Spanish. What do Americans do on Thanksgiving Day? They thank each other for everything. What food comes from America? Chocolate, corn, pumpkins... At the end, she gave us some brownies she baked at home. They were delicious.*

*Nina Štular, 8. a  
OŠ Staneta Žagarja Lipnica*



Ms Gjorgjijevski

So this is what we learned and what one of our students remembered. I think such a visit is a great opportunity for the students to listen to a native speaker speaking English, to learn something about the States and life there and, above all, to gain a new experience. I hope we will be lucky enough to have another visit soon. To end, then, here are three pictures from the day.

# IATEFL SLOVENIA – What's new?

iatefl Slovenia

## Competitions

*This year there are four different IATEFL COMPETITIONS: two for primary schools and two for secondary schools. Two of the competitions have already taken place and offered a lot of information about the students. Some of the written assignments were superb, and most of them showed creativity and quite a bit of knowledge – it is incredible what students in the 8th grade are capable of. This year's output from the secondary school students was documentaries about Dickens; whether or not the topic inspired the students, they did a lot of research and came up with something really worth seeing. This month (December), the seventh-graders are competing in English for the first time – they're doing something new, something a bit different, something... well, you'll have to wait and see: we'll tell you more about it when the competition is over! In February the last of our competitions is taking place; this is the most demanding of the four – it is for third-year secondary school students and is quite complex!*

## Celebrations of Special Days

*Last year we invited you to join us in celebrating European Language Day by translating the two given poems. This year we've chosen the topic of European fairytales, which was well received.*

*We decided to do more, so we created an EXTRAS folder on our webpage and chose various special days that we would like to celebrate with you. There are cool creative competitions and different tasks/activities for each of them that you can use in your classes.*

*We are trying to meet all the deadlines we set for ourselves and offer you material that you can use with your students if you feel like celebrating. If you want to share some of your students' work with us or share your opinion about our new "challenge", feel free to do so. We'd like to know whether you like celebrating various holidays as much as we do. It's an interesting and fun way to get to know the culture and people behind a language.*

## 19<sup>th</sup> Annual IATEFL Conference

*It's still in March, but a bit earlier, starting on the first and ending on the fourth. Our conference is – as always! – a mixture of brilliant talks, really useful workshops, extremely pleasant social evenings, an opportunity to meet old friends and make new ones, a chance to talk about English in English with others who share your position or at least can relate to it, and much, much more. There's more information on the back cover and a basic timetable on pages 17 and 18. Or go to our webpage to find out even more, and once you've found out all you need to know, come to Topolšica! Come to share, because we care – do you **CARE 2 SHARE?***

## SIGs

*We've been thinking for some time now which SIGs [Special Interests Groups] would be useful to Slovene teachers of English. Is there a need for a SIG or two? Would teachers want to join them, share their experience and use them to get some answers, feedback or even more examples of good practice? Would SIGs really help the teachers and create groups that would organise events/work/seminars in their fields of expertise?*

*Bearing in mind the needs of Slovene teachers of English, we decided to try and create two new SIGs, namely:*

- **BE SIG [Business English SIG] and**
- **YL SIG [Young Learners SIG].**

*The first meeting (for both SIGs) is going to be held in Topolšica during our annual IATEFL conference, where all ideas, advice, experience, etc. from teachers who would like to be a part of such a SIG will be welcomed. So come and join us! If you have any questions or would like to know more about the SIGs, feel free to contact us at [info@iatefl.si](mailto:info@iatefl.si).*

## Business English SIG

*The Annual BESIG Conference in Dubrovnik was very informative with plenty of networking opportunities and new insights. Those of us who attended the event came back full of exciting plans for future co-operation, so keep your eyes peeled for more about our very own local BESIG in the following months!*

*Those of you who might be interested may contact us at [info@iatefl.si](mailto:info@iatefl.si) or at our annual conference.*

*For more information you can also write to Lea Sobočan at [lea.sobocan@iatefl.si](mailto:lea.sobocan@iatefl.si).*

## Young Learners SIG

*When the needs change, when the circumstances and the age of students and the way English is taught during such lessons change ... well, then teachers need to share their thoughts, ideas, effective strategies as well as get prepared for the challenges yet to come.*

*IATEFL Slovenia invites those who work with young learners or are going to work with young learners to join this SIG.*

*Our first meeting is going to be at our annual conference [on the 2<sup>nd</sup> or 3<sup>rd</sup> March – depending when most of you who are interested in becoming a part of this SIG is going to be able to come]. For additional information or in wish to join our own local YL SIG contact us at [info@iatefl.si](mailto:info@iatefl.si) or at our annual conference.*

*For more information you can also write to Tjaša Lemut Novak at [tjasa.lemut-novak@iatefl.si](mailto:tjasa.lemut-novak@iatefl.si)*

# Annual BESIG Conference, Dubrovnik

18<sup>th</sup>–20<sup>th</sup> November 2011

by **Lea Sobočan**

**So, my first BESIG conference! Before I even start going on about the wonderful programme and delightful people there, I'd like to publicly thank the BESIG committee for offering the Scholarship Scheme to participants from the countries of the former Yugoslavia. Without it, most of the participant from the former Yugoslavia wouldn't have been able to attend, which would have been a great shame.**

The beginning of my Ulysses adventure did not exactly inspire confidence in this being a delightful trip... On Friday morning, one last glance at the Croatia Airlines website to double-check my departure time: *We apologise, blah blah blah, there'll be a strike, blah blah blah, we will strive to make sure your trip will not suffer any undue delays.* Oh, so that'll be alright then. There may be a tiny delay, but still, plenty of time to check in the hotel, freshen up and stroll to the conference hotel. Easy peasy.

What a mistake-a to make-a! Those of you who witnessed the great strike will recognise this image: a whole lot of people, cameras, speeches along the lines of *"Did we fight the aggressor for this?!"* Long story short, flight was delayed by three hours. Not so bad when you take into consideration it could have been a whole day; bad when you show up at the conference reeking of trains and bad airport sandwiches.

Putting physical discomfort aside, the conference proved to be immensely useful all round, not only because of the excellent plenary by Jeremy Comfort and relevant workshops, but also because the community is incredibly open and welcoming. As a first-time visitor to the conference I felt extremely at home with everyone and people seemed to go out of their way to help me out.

So, a few words about the actual content – the conference opened with Jeremy Comfort's plenary on teaching business skills to our language students. I experimented a bit with an online mind-mapping tool, Mindomo, and there's a link to my notes on our website, at <http://iatefl.si/node/184>.

From the numerous workshops I visited, I'd like to mention two that left a lasting impression: Marjorie Rosenberg's on BEC writing and a joint workshop by Alun Phillips and Iclal Sahin on teaching business communication creatively.

Those of you who have ventured into the exciting world of Business English know that there are two obstacles constantly on our way – participants' lack of time and the impossibility of designing creative teaching materials. Despite our image of BE students as a very serious bunch, the latter workshop provided insight into a very different BE classroom. Why not use videos, with sound muted, to elicit some language for sales? How about a creative negotiation session, where the two parties don't know what the other is negotiating for? The workshop ended with the presenters giving us a video and asking us to design our own activities. A brilliant ending, in my opinion, and one so seldom used! We all enjoyed putting our newly discovered skills into practice and also got an incredible amount of input from practising teachers. Keep an eye out for these guys, if you ever have the chance to see their workshop, I heartily recommend it.

Another obstacle which we face is writing in Business English. Writing for international exams, such as BEC, is a category all in itself. It is often difficult to convey to our students that, yes, their writing might be able to be understood, but they need to write accurately as well if they are to pass the exam! The workshop also touched on different business cultures and the need for the teacher to focus on differences between our business culture and the English one. It offered some useful tips on areas we need to focus on to improve our students' writing and gave some insider tips on the BEC Vantage test.

All in all, a wonderfully informative conference with plenty of networking opportunities and new insights. So keep your ears peeled: you may hear more about BESIG from us in the following weeks!



*All the Scholarship Scheme Recipients. Photo taken by [www.vitopastorino.com](http://www.vitopastorino.com).*



Football and English are two international languages that are understood all over the world. This Premier Skills story can help you with both of these world languages.

It doesn't matter if you're a football fanatic or you know nothing about the beautiful game – there will be something interesting here for you. There are 20 stories in the series – one for each Barclays Premier League club. Each story has activities written by English teachers to help you learn.

## A DIFFERENT ENGLISH

1. If you played football in a foreign country, would you learn the language? Can you imagine if you had to understand a special accent as well? Newcastle United's overseas players have to understand a famous English accent called Geordie. Geordie is the kind of English that people speak in Newcastle. In Newcastle's regional accent, people say some vowel sounds differently: 'house' is pronounced 'hoose', and 'town' is 'toon'.

# HOWAY THE LADS



### 2. Is it easy to learn Geordie?

Paolo, a Brazilian student at Newcastle University thinks so. 'I found it hard at first to speak to local people, because I couldn't understand what they were saying. I'm learning Geordie in the same way I learned English – by listening to the way people pronounce words, and by talking to people as much as I can. And my girlfriend is from Newcastle, so I'm getting better at understanding Geordie, especially now that I'm a member of the 'Toon Army'.

### 3. What does the phrase 'Toon Army' mean?

Paolo explains: 'It's what we Newcastle United fans call ourselves. And when we're watching a Newcastle United game, we all shout 'Howay the lads!' 'Howay' is a Geordie word meaning 'Come on', and 'lads' means 'boys'. There's even a big sign at the ground saying 'Howay the lads'. The stadium where Newcastle play, St James' Park, is right in the centre of the city. People shopping in the city centre know when Newcastle score because they hear the cheers from the thousands of supporters inside the stadium!

### 4. Has Newcastle United always had foreign players?

Newcastle United was one of the first major English clubs to sign overseas players back in the 1950's, when Chilean George Robledo joined the club. Other Newcastle stars have included French winger David Ginola, and Colombian striker, Faustino Asprilla.

Now, nearly half of the squad are not from English speaking countries. They don't need to speak fluent English, but they need to be able to communicate on the pitch. And off the pitch, they need a good understanding of Geordie as well.

### 5. So is Geordie English OK?

Paolo: 'When I got to Newcastle, I was surprised, because the English I heard here was so different from the English I learned at school. But now I realise that there are lots of different kinds of English all over the world. And they're all really useful. After three years living here, I'm happy when people say I have a Geordie accent. It's who I am.'

## Newcastle United



Established: 1892  
Home: St James Park  
Capacity: 53,387  
Nickname: The Magpies  
Colours: Black and white stripes

### ACTIVITY 1

#### What do you think?

What different regional accents are there in your country? In which parts of the country can you hear these accents? Email us at [premierkills@britishcouncil.org](mailto:premierkills@britishcouncil.org) and let us know.

### ACTIVITY 3

Complete the sentences with the words from the crossword.

- India and the USA are the world's largest \_\_\_\_\_ countries.
- I've got an Australian \_\_\_\_\_, because I was born in Sydney.
- What does the \_\_\_\_\_ 'Howay the lads!' mean?
- How do you \_\_\_\_\_ your name?
- The words 'house' and 'town' have the same \_\_\_\_\_ sound.
- I'm now \_\_\_\_\_ in Spanish, after living in Spain for 5 years.
- I can \_\_\_\_\_ Hindi quite well, but I'm not fluent.
- The \_\_\_\_\_ newspapers in my country, like the Manchester Evening News, are more popular than the national ones.

### ACTIVITY 4

#### Find out more.

Use the internet to find where these accents are used.

Scouse                      Brummie                      Cockney

## YOU ARE THE REF

by Keith Hackett and Paul Trevillion



A player tries to take a throw in wet conditions. He completes a legal throwing action, but he drops the ball and it falls at his feet. He quickly picks it up before it crosses the line and throws it in again. Has he committed an offence?

No, there's no offence: the ball hasn't yet entered the field of play, so you can allow it to be retaken. Even if it had entered play, you would not be entering the field of play properly, so would order a retake anyway.

### ACTIVITY 2

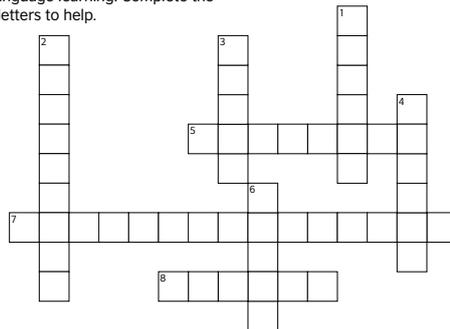
The text contains several words and phrases connected with language learning. Complete the crossword with words from the text. We have given you some letters to help.

#### Across

- Describing something from an area (paragraph 1)
- Describing a place where English is a main language (paragraph 4; \_\_\_\_\_)
- Two or more words together (paragraph 3)

#### Down

- The way people from one area speak a language (paragraphs 1 & 5)
- Make the sound of a letter or word (paragraph 2)
- Sound or letter like a, e, i, o, or u (paragraph 1)
- Able to speak a language well (paragraph 4)
- Talk (paragraph 2)



- KEY**
- Activity 2**
- Across**
- Regional
  - English Speaking
  - Phrase
  - Brummie
  - Accent
  - Pronounce
  - Vowel
  - Speak
  - Regional
- Activity 3**
- English speaking
  - accent
  - phrase
  - pronounce
  - vowel
  - fluent
  - fluent
  - g speak
  - regional
  - Speak

# Original BOARD GAMES for Xmas

by Tjaša Lemut Novak

CARDS:

nervous	big	familiar	poor
cold	long	friendly	expensive
generous	fat	traditional	happy
naughty	healthy	old	fair
good	boring	strong	honest

leave	speak	take	understand
find	write	give	begin
sleep	ride	put	pay
eat	drink	do	buy
go	make	read	break

TOKENS:



\*Create your own sets of cards:

North Pole	sleigh	Christmas lights	writing letters
snowman	chimney	mistletoe	obedience
Santa Clause	shiny ribbons	Christmas pudding	behaviour
reindeer	wrapping paper	happiness	family dinner
elf	present	journey	Christmas tree

quietly	clearly	efficiently	badly
fast	loudly	angrily	well
carefully	beautifully	sadly	bravely
happily	slowly	hard	easily
merrily	patiently	skilfully	clumsily


Both games can be played in two ways:

- basic
- upgraded

## NORTH POLE FRENZY

(Freezing Cold)

### BASIC:

The game is played like Ludo: players take it in turns to throw a die. A player must first throw a six to move a piece from the starting area onto the start square. In each subsequent turn the player moves a piece forward 1 to 6 squares as indicated by the die. When a player throws a 6, the player may bring a new piece onto the start square or may choose to move a piece already in play. The player is also granted another turn as a bonus, but if a 6 is rolled three times in a row it is counted as a foul and the player therefore loses his or her turn.

If a player's piece lands on a square containing an opponent's piece, the opponent's piece is captured and returns to the starting area. A piece may not land on a square that already contains a piece of the same colour.

Once a piece has completed a circuit of the board, it moves up the home column of its own colour. The player must throw the exact number to advance to the home square. The winner is the first player to get all four of their pieces onto the home square.

Note: each student can have one piece [a game is shorter] or four pieces of the same kind/colour; the pieces are reindeer, elf, snowman and Santa.

### UPGRADED:

The upgraded version is also played like Ludo, but along with the rules for Ludo, there are some additional ones:

- The squares of the game are in four different colours: brown, green, red and white. Each colour stands for a part of speech: brown is a NOUN, green in an ADJECTIVE, red is an ADVERB and white is a VERB. When a player moves his or her piece onto a certain square, he or she has to pick a card from the pack of cards of the right colour and complete a task:
- If a player gets a NOUN, he or she has to spell the word;
- If a player gets an ADJECTIVE, he or she has to give its opposite;
- If a player gets a VERB [all verbs are IRREGULAR], he or she has to give all three forms of the verb;
- If a player gets an ADVERB, he or she has to make a sentence with it.
- If the student can't complete the exercise, he or she goes back to his or her previous square.
- Each student has only one piece; the pieces are: reindeer, elf, snowman and Santa.

Or create a different set of rules, for example:

- If a player gets a NOUN, he or she has to put it into the plural;
- If a player gets an ADJECTIVE, he or she has to give the comparative form;
- If a player gets a VERB, he or she has to make a sentence with it in the past simple;
- If a player gets an ADVERB, he or she has to give its opposite.

## BECOMING A SANTA'S HELPER

(Candy Canes & Christmas Lights)

### BASIC:

The basic game is played like snakes & ladders: each player starts with a token on the starting square [the square with no. 1 on it] and takes turns to roll a die and move the token by the number of squares indicated. Tokens follow a fixed route marked on the game board [from square 1 to square 64].

If, on completion of a move, a player's token lands on the lower-numbered end of "lights", the player moves his or her token up to the lights' higher-numbered square. If he or she lands on the higher-numbered square of a "cane", he or she must move his token down to the cane's lower-numbered square.

If a player rolls a 6, he or she may immediately take another turn after moving. The player whose token is first to reach the last square of the course is the winner.

- Each student has only one token; the tokens are happy faces: blue, green, red, yellow, orange and purple.

### UPGRADED:

The upgraded version is also played like snakes & ladders, but again with additional rules:

- The squares of the game are numbered, and behind some of the numbers different activities/questions are hidden.

### TASKS:

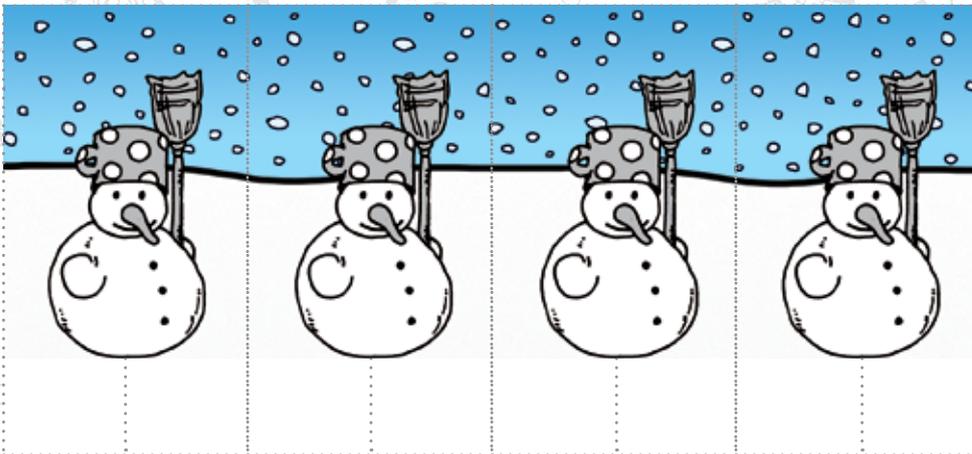
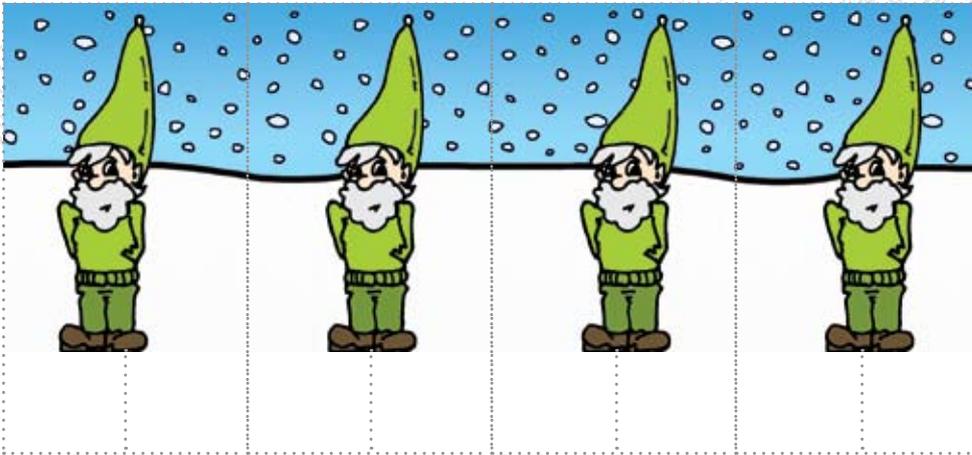
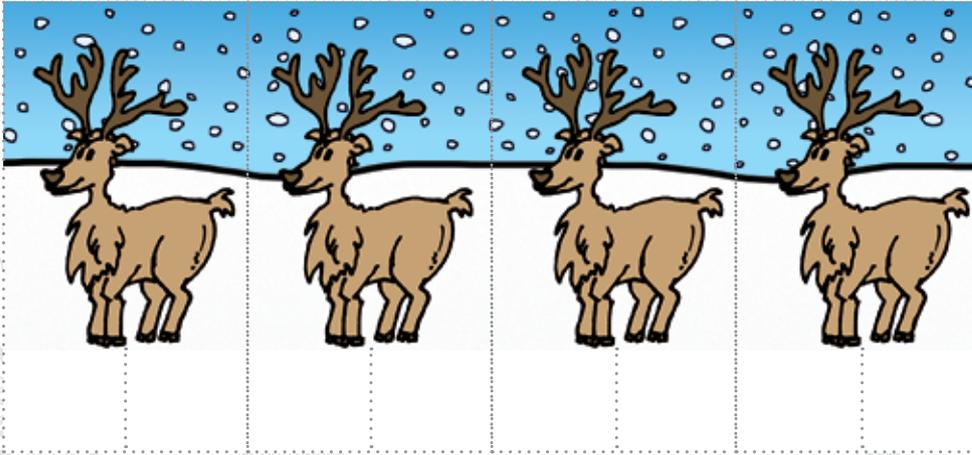
- 2 – List five Christmas songs.
- 5 – Who is Ebenezer Scrooge?
- 8 – Who is the most famous reindeer of all?
- 10 – Sing the first stanza of Santa's Coming.
- 11 – What's mistletoe?
- 13 – Describe Santa Clause – His APPEARANCE (5 features).
- 15 – Sing the first stanza of White Christmas.
- 19 – Describe Santa Clause – His WORK (5 jobs).
- 23 – Where does Santa Clause live?
- 24 – Sing the first stanza of Last Christmas.
- 26 – How does Santa Clause know what you want for Christmas?
- 30 – What is Boxing Day?
- 33 – Describe a traditional British Christmas.
- 35 – Who/what is an elf?
- 36 – Name three tasks a Santa's elf has to do.
- 38 – Sing the first stanza of We Wish You a Merry Christmas.
- 41 – How does Santa Clause travel round the world?
- 45 – What is Santa Clause's most famous line?
- 47 – List five Christmas films.
- 50 – What does a Christmas tree look like?
- 53 – What tree becomes a Christmas tree?
- 57 – When is Christmas a white Christmas?
- 60 – What does Santa Clause like to eat/snack on when he brings presents to our homes?
- 61 – Sing the first stanza of Jingle Bells.

- If the student can't complete the activity or answer the given question, he or she has to go back to his or her previous square.
- Each student has only one token; the tokens are happy faces: blue, green, red, yellow, orange and purple.

Of course, again the game can be as demanding or as easy as you wish.

\*Create your own tasks (or add tasks to other squares).

PIECES:





# North Pole Frenzy

