Hide and Seek!
Poster and activities

Bullying
two lesson plans

- Project: Our ideal school
- Classroom Language: what, why and how?
Fake iphone text
http://www.fakeiphonetext.com/
Fakeiphonetext is a very simple and user-friendly web tool that enables you to create or fake iPhone text conversations.

Step 1: Enter the conversation as seen in image 1. You can type any names as they will not show up in the chat image itself.

Fake iPhone Text
Create fake iPhone text conversations

Step 2: Click “Create” and you will generate the iPhone text messages.

Fake iPhone Text
Create talrelPhonetettConeersaoons
Create

Step 3: Save your production by taking a screenshot of it and then crop it using Paint, Picasa or any other software. Another option is to share the link of your work.

Hope you and your students have fun making up witty and humorous dialogues with this app!

Natalia Moré
Dear colleagues,

This month, The Teacher's Magazine brings along plenty of materials to work on the topic School intended to different levels and ages.

For young children, there is a great poster to play Hide and Seek! along with teacher's notes. For older students, you will find lesson plans to compare schools and school routines. For adolescents and adults, you will find activities to work on the topic Bullying.

There are also useful tips to work on classroom language and ideas to use positive pedagogy in our classrooms.

We hope you enjoy this issue and make the most of it!

The Teacher's Magazine team
The ultimate goal of language teachers is to get their students to speak in the target language as much as possible. Classroom language will provide the best opportunity to maximize the use of English in the class; it will also motivate students in their learning process and enhance their language learning skills.

What is classroom language?
Classroom language is a collection of words and phrases used by both teacher and students to communicate in the classroom environment. It comprises very simple phrases ranging from Hello or Good Morning to more complex ones like How do you spell X? or Can you explain that again, please? Classroom language is also called Functional Classroom Language as it fulfills different classroom functions such as ending/starting a lesson, involving learners, managing classroom activities, making announcements, etc.

The amazing thing about classroom language phrases and words is that students do not need to know complicated structures to learn them or use them!

Why use classroom language?
There are many advantages of using classroom language in an English class. Firstly, it increases the amount of English used in the classroom by reducing students’ need to resort to L1 to communicate. It also increases students’ involvement as it empowers them with the necessary language tool to participate actively and effectively in the foreign language class. Last but not least, it fosters real communication and makes the English class a more authentic environment to learn English.

What to teach?
There is a vast number of classroom language phrases to teach, so student’s proficiency level and age have to be considered when choosing the most appropriate ones for each class. If you are teaching true beginners, it is most advisable to start with very few phrases: greetings and basic instructions like Sit down or Open your books are the ones you will use systematically in most of your classes. As the course progresses, you can incorporate other phrases which will be required to set up different classroom activities, for example: Can you read this please, Y?: Copy this in your notebook please: Can you give us an example of that, please? The key aspect when teaching classroom language is to do it in a structured way.

Classroom language is also an important tool for feedback. It is always a good idea to include praise and encouraging phrases in your daily repertoire: Very good!, That’s better, etc. Vocabulary, especially the one related to the classroom, is also part of classroom language and can be taught at any time.

For a wide range of classroom phrases, check the following websites:
- www.pearsonlongman.com/young_learners/pdfs/classroomlanguage.pdf

How to teach it?
Teaching and using classroom language might be difficult for both teacher and students. Students might be reluctant to incorporate the new phrases or even unable to understand them, and teachers might easily resort to L1 when they perceive these difficulties, especially if they are not native teachers. To promote understanding and reduce anxiety, Willis (1981) recommends extensive use of non-verbal prompts. Gestures might be used at all times to reinforce the meaning of simple instructions: open your book as you actually say Open your books; giving older students a list of classroom phrases to stick in their notebooks or books can also work as a reference; posters and pictures distributed around the room are especially effective with younger learners.

Ideas to practise classroom language
Of course the most effective way for your students to learn classroom phrases is to use them yourself as much as possible and to create opportunities for learners to use them. However, you can still try a number of activities to reinforce both meaning and usage of classroom language. Here are some simple ideas you can experiment in any time!

- **Miming:** Play a miming game with your students. You mime an instruction and they call out the instruction. You can prepare some cue cards with phrases and have some students do the miming too!

- **Role Play:** If you have taught some classroom language phrases in sequence, you can ask groups of students to role play classroom situations. In groups of no more than 4 students, one of them plays the teacher and the others, the students. They will have lots of fun!
• Simon Says: This very popular game can also be adapted to practise classroom language. Students do the activity they are told only if the phrase starts with Simon says; for example, Simon says talk to your partner.

• Unscrambled phrases: After you have taught some classroom language phrases, you can write them on the board with their words all scrambled and have students write them in the correct order.

• Spot the mistakes: Create a short worksheet with a list of classroom phrases and words with spelling or vocabulary mistakes in them. In pairs, students must spot the mistakes.

• Flashcards: (alternative to the miming game) create some flashcards illustrating some classroom phrases. Raise them up and tell your students to call out the phrase/word in the flashcard.

For more activities, check this website:

Sources:
Hide and seek

Preparation
Before showing the poster, we will have to cut out ‘windows’ by the dotted lines so we can ‘hide’ different school things in each place; we will stick the pictures of the objects on the back of the poster with sticky tape.

How to use the poster
Show the poster to your students and say: Children are at kindergarten and they are playing... But, the classroom is a mess! There are school objects everywhere. Can you help the children find their things? Invite children to describe what they can see.

After all the students have had the chance to speak, the teacher will point to the door on the poster and say: Is there any school thing behind the door? Let’s have a look! The teacher will invite one student at a time to discover where the school things are, and the kids will name each of the objects.

Once all the school objects have been uncovered, students can play a memory game. The teacher will make a gesture and say: Let’s concentrate! Where’s the book? You can turn this game into a competition.

Extra ideas
• Many possibilities: This poster will be really useful to revise any kind of vocabulary, just by changing the flashcards being used. You can hide numbers, colours, pets or whatever you want your students to practice.
• Make it last: As you and your children may want to use this poster again and again, a good piece of advice is to make it more resistant by sticking it on a piece of cardboard and covering it with transparent contact paper before cutting the ‘windows’. It will remain in mint condition for years!
The main topic of the following activities is school objects: pencil, glue, rubber, ruler, bag, book, pencil case.

To introduce the new items of vocabulary, teachers can use real objects (known as realia) or the given flashcards, which can be really effective tools, but we may want children’s attention span to last longer, so, in order to motivate them, we can make attractive huge colourful school things. How? Recycling and reusing different things like empty boxes, pieces of cloth, cardboard tubes, and whatever you think can be useful; for example, black pencils made of PVC tubes and cardboard paper, a rubber made out of an empty shoe box or glue bottles made from shampoo bottles.

After introducing the new words, we can put the objects in different places in the classroom, (or in a bigger room if you have the possibility) so everyone can see them. Invite children to play a game: you say the name of an object, for example A bag! Everybody has to run towards the object and pick it up. We may want to play this game as a competition. The game is over when all the objects are mentioned and found.

With the same objects we can play ‘Hide and seek’. While all the kids aren’t looking, maybe before the class starts, the teacher will hide the objects in different places, e.g., under a desk, in a bookcase, on a bookshelf, etc. When everything is ready, the teacher will ask: Where’s the (glue)? And the one who finds it gets a point. The winner is the one who finds most of the hidden things.

To follow it up with an individual task, we can tell the children we are going to play ‘Hide and seek!’ in the classroom on page 6. Before playing, we can say the rhyme presented below, so when the teacher asks, Where’s the pencil? students find the object, point at it and say: There! Then, the teacher will tell them: Paint the pencil red.

Extra ideas

• You can make these crafts with the kids or (if you aren’t so ‘crafty’) you can ask for the objects to be built at home, so the children will work together on a family project. Be sure families understand what they have to do by sending an explanatory note with clear instructions (maybe in their mother tongue).

• Rhyme: Before playing “Hide and seek”, we can encourage the children to follow the instructions by miming the actions and saying this short rhyme:

  Hide and seek! Hide and seek!
  Close your eyes and please don’t peek!
  Count with me: 1…2…3…4…5…6!
  Where’s the (ruler)? Oh… where’s it!!
HIDE AND SEEK!

Listen to your teacher, find the school things and colour them:
ATTRACTION EXTRA-LARGE MATERIAL
to improve motivation and promote
learning in your English classes.

COMING SOON

Teachers, YOUR ATTENTION PLEASE!

The numbers

Book it in advance! www.ediba.com
1) Find ten words, write and draw them:

1- ...................................................
2- ...................................................
3- ...................................................
4- ...................................................
5- ...................................................
6- ...................................................
7- ...................................................
8- ...................................................
9- ...................................................
10- ...................................................

2) And now... Let’s have some fun!
   Pam and Luke can’t do their homework. Can you help them find their school objects?
3) WORDSEARCH

Find and circle the words. They may appear horizontally ⇩, vertically ⇨, or diagonally ↘️. Then, draw the school objects.

RULER
DESK
PENCIL SHARPENER
FELT-TIP PEN
RUBBER
GLUE
CRAYONS
SCISSORS
ERASER
NOTEBOOK

Key: 2) And now... Let's have some fun! 3) Wordsearch:
This project is aimed at elementary and pre-intermediate level students. During the different lessons, students will write an acrostic poem, compare schools today and twenty years ago, read a text and compare two different types of schools, make a survey, role-play a dialogue, correct mistakes, and prepare their own presentation.

Outcome: Ideal School Presentation and School Slogan

Linguistic Features:
- “Used to”
- When I was...
- Wh-questions
- Simple past
- Would like
- First, Second, Then
- Revision of can

Warm-up
- Write S-C-H-O-O-L on the board and ask students to complete an acrostic poem. You can also use the template on page 14 or an online resource: http://www.readwritethink.org/files/resources/interactives/acrostic/

Then, you can discuss with your students if it stands on its own as poem or not.

Example:

**acrostic poems**

**SCHOOL**

- S: shine or rain
- C: come or go
- H: hellos and byes
- O: OMG
- L: laughs, liberty and all those days are gone

Task 1. Discussion

Discuss with students the following questions: How has life at primary schools changed over the last twenty years? Has it changed at all? If not, why do you think so? Have them complete the chart on page 14 (activity B).

Next, ask students to complete the sentences on page 14 (activity C) with their own ideas. Then, they can share their opinions in pairs.

Task 2. Comparison

In this task students read about a traditional school and a Montessori (these are also called “new schools”) school. Start by asking students if they know what Montessori schools are like. If they do not know, encourage them to say how they imagine a non-traditional school looks. Tell students to read the texts and check their predictions. Discuss differences between the two types of schools.

After that, suggest the new topic: what schools will be like in the future. Ask students if they know what the Google company model is. For this task you could use photos from Google Company. The working space is conceived as a playground; there are slides and workers do not have strict working schedules. Make students think about: subjects, breaks, teachers, students and classrooms in a school following the Google company model. Students work in pairs first and then they share their conclusions with the whole class.
Task 3. Survey: Schools in the past

Explain to your students that they have to make questions using the prompts on page 15 activity F and they also have to add two more questions. Then they go round the class and carry out the survey. When they have finished, they report the results to the class. Example: Three people say they had two breaks during the morning.

Ask students to bring photos of schools in the past if they have some. Otherwise, they could visit http://goo.gl/KG7WM6.

Explore the different objects, for instance, bells, abacuses, dunces’ hats, canes for punishment. If you’re doing this task with pre-adolescents or adolescents, you may turn it into an Online Exchange Project: you may go to e-pals.com, sign in and find a partner school for your kids. They can send e-mails or carry out video calls to learn about schools in other parts of the world.

Task 4. Role play

On page 16 you will find the cards for the role play task. It’s a good idea to revise prompts and discuss roles before actually carrying out the role play. Sometimes students do not understand role cards fully and this may interrupt the conversation. Encourage improvisation as much as possible. The focus of this activity is on meaning.

Carry out a feedback session on students role plays. Focus both on cultural aspects of interaction, for instance, shaking hands is expected in English-speaking countries, and language use. Then, you may go on with the following task which focuses on form.

Task 5. Correction

This task is focused on form so as to make students aware of vocabulary and grammar mistakes. Students work in pairs correcting a presentation script from a student on the topic Ideal Schools. Later on, students will have to prepare a similar script using this one as a model.

Comments on the correction:

Line 1: childrens: wrong plural. Children is the plural form.
Line 2: dinner: wrong use. According to context it would be lunch.
Line 4: can to: can is followed by a bare infinitive.
Line 4: will be: present tense for future reference after time adverbial.
Line 6: can to: can is followed by a bare infinitive.
Line 7: and hour: No conjunction.
Line 7: would chooses: Infinitive after would.
Line 7: different: Wrong spelling.

Task 6. Presentation design.

Ask students to design a presentation for their ideal school. They could use powerpoint or cardboard to deliver the presentation. Go through the questions on page 15 with them to make sure there are no doubts. Tell them that besides the powerpoint or cardboard they should explain and expand the ideas presented there.

Task 7. Oral Presentations.

Students give their presentations in groups. Make a copy of the feedback sheet for every group and multiply it by the number of students in your class. Encourage them to listen attentively and give constructive feedback.

Feedback sheet:

- Strong point of the presentation (What I liked)
- Weak point (What I didn’t understand or like)
- Extra materials?
  - Yes / no
- Use of language:
  - You need to work on
- Body posture.
  - Did my partners move efficiently?
  - Did they cover themselves?
- Group interaction.
  - Did everybody in the group speak? Yes / no.
PROJECT: OUR IDEAL SCHOOL

A) Complete this acrostic poem.

S ..............................................................
C ..............................................................
H ..............................................................
O ..............................................................
L ..............................................................

B) Complete these webs with your own ideas.

Before

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the class</td>
<td>(parents-teachers; teachers-students)</td>
</tr>
</tbody>
</table>

Primary Schools

Twenty years ago

Gaming during breaks

Timetables, classes

Nowadays

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the class</td>
<td>(parents-teachers; teachers-students)</td>
</tr>
</tbody>
</table>

Primary Schools

Today

Gaming during breaks

Timetables, classes

C) Complete with your own ideas. Then, share ideas in pairs.

• When I was at school, I hated …
• What I loved about my school was…
• My … (Geography / Maths / History) teacher used to say that…
• During the breaks I used to…

D) Read about these two types of school.

Montessori Schools

In Montessori schools children work on a project basis. Ages are mixed, so if you are eight you might share the class with younger or older people. The system is like that of a community, older children share knowledge with younger ones. Students from age six are allowed to choose tasks according to their interests. The breaks are every three hours. However, at these schools children do not dash to the playground desperately, because they feel so engaged in the tasks they are doing that sometimes they want to stay in the classroom!

Traditional Schools

Children work on topics or units and they share the class with other pupils of the same age. Teachers choose the topics and give students tasks. Breaks are usually at the same time every day; it’s the best moment of the day for children. They run hectically outside.

Glossary:

Dash: move very fast
PROJECT: OUR IDEAL SCHOOL

E) Can you imagine a school following the Google company model? What would it be like? Think about subjects, breaks, teachers, students and classrooms. Tell your classmates.

F) Use these prompts to write questions for a survey about school days in the past. Add two more questions.

- What / games / play/ when you were at school?
- When / were / breaks? How / many / you / have?
- What / teachers / like?
- What subjects! you! study?
- What! desks! like?
- Was / a library?

Go round the class and carry out the survey. Then, report results to the class. Example: Three people say they had two breaks during the morning.

G) Work in pairs. Correct this Ideal Schools presentation script from a student.

“...In ideal schools childrens start their day at 10 a.m. and they leave at four in the afternoon. First, they start with a problem-solving class and then they have yoga. After that, they have dinner and go back to the class. Students work on interesting projects like: invent a helicopter or suggest ways of preparing food for a space trip. Children can to choose subjects when they will be ten years old. The classrooms would have air-conditioning, heating and wide windows. There would be two or three teachers every twenty-five students and they would not wear uniforms. Children can to decide what to wear. The building has slides like in Google and the breaks are every half and hour. At the end of the day, each child would chooses a diferent workshop like woodwork, pottery, Math games, gardening or even clown acting. And more important of all, school would be free!”

H) Design a presentation for an ideal school. Use powerpoint or cardboard to give a presentation about an ideal school.

Think about

- What would the building be like? What would classrooms be like? What objects would there be in and outside the classroom?
- What kind of subjects would there be? Make a list.
- Would it be free? Would there be a fee? How much per month?
- Would there be a uniform? If so, what would it be like? What would the school slogan be?
- Where would the playground be?
- Who would work there?
- What would be the students’ profile? What kinds of kids would go here? What would they do? What would they like? What would they want?

I) Give the presentation in groups and also listen to your partners’ presentation.

Key: G) mistakes are in bold: “In ideal schools childrens start their day at 10 a.m. and they leave at four in the afternoon. First, they start with a problem-solving class and then they have yoga. After that, they have dinner and go back to the class. Students work on interesting projects like: invent a helicopter or suggest ways of preparing food for a space trip. Children can to choose subjects when they will be ten years old. The classrooms would have air-conditioning, heating and wide windows. There would be two or three teachers every twenty-five students and they would not wear uniforms. Children can to decide what to wear. The building has slides like in Google and the breaks are every half and hour. At the end of the day, each child would chooses a diferent workshop like woodwork, pottery, Math games, gardening or even clown acting. And more important of all, school would be free!”
PROJECT: OUR IDEAL SCHOOL

Role-play

Student 1

You are the secretary of a Montessori school. Someone comes to enrol his / her child on the school. Fill in this form and answer questions related to the school.

- Name of the child:
- Parents’ phone number:
- Child’s Age:
- Child’s interest:
- Child / play / musical instrument?
- Morning / Afternoon shift:

Info about the school
- Fee: $350 monthly. With meals: $450
- 2 teachers in the classroom

Student 2

Your child is nine years old. You want to enrol her on a Montessori school, so you will have an exchange with the school secretary. You also have some questions about the school system.

Your info
- Cell phone: 11-654-8876

Info about your child
- Age: Nine
- Name: Hanna Smith
- Her interests: painting and pottery. She likes singing
- She doesn't like to get up early in the morning

Questions about the school
- How much / fee?
- How many / teachers / in the classroom?
UNIT: DIFFERENT SCHOOL DAYS – DIFFERENT LIVES

A) The webpage http://www.timeforkids.com/destination/india/day-in-life shows a school day in the life of Yoshita. Read about what happens in the morning, at noon and in the afternoon of this little girl’s life. Then, do the following activities:

1) Complete these sentences:
   a) Yoshita’s surname is ........................................
   b) She is ........................................ years old.
   c) She is from ........................................, in India.
   d) She lives with her ........................................, sister, ........................................ aunt and cousin.

2) Answer the questions:
   a) Is Yoshita’s class larger or smaller than yours?
   b) What activities can she do after the assembly in the morning?
   c) How long is the break?
   d) What does she study before her favourite subject?
   e) Does she have lunch at 12:35?
   f) What does Yoshita do immediately after she wakes up?
   g) Is her school’s finishing time similar to yours?

3) Match the time and Yoshita’s activity:
   - 6:30: She does homework.
   - 7:20: She plays in the park.
   - 8:15: She studies English.
   - 8:45: She is on the school bus.
   - 1:00: Yoshita says prayers.
   - 3:00: She studies Science.
   - 7:00: Yoshita watches TV.
   - 8:30: She has breakfast.

B) Watch the video Amar (all great achievements require time) on: http://vimeo.com/194890458 and complete these activities:

1) Answer these questions:
   a) What is Amar’s house like?
   b) What can you see on the walls and shelves of the house?
   c) What does all great achievements require time mean?
   d) How many jobs does he have? Why do you think that is so?
UNIT: DIFFERENT SCHOOL DAYS – DIFFERENT LIVES

2) Decide if these sentences are True or False:

- a) Amar lives alone.  
  - True/False

- b) He studies English after delivering the newspapers.  
  - True/False

- c) He studies after returning from work and before going to bed.  
  - True/False

- d) He goes to school in the morning.  
  - True/False

- e) He wakes up at 6 am.  
  - True/False

3) Complete the sentences with words from the box below:

reads - arrives - studies - bed - delivering

work - lunch - assistant - electrical - bike

- At 06:03, After delivering all the newspapers, Amar reads one of them.

- At 08:46, he goes to work as a shop assistant.

- At 01:08, Amar arrives home to get ready for school and has lunch.

- At 02:15, he goes to school by bike.

- At 05:40, he works in the electrical shop again.

- Finally, at 10:14, Amar returns home and studies for school before going to bed.

C) Final Project

- Compare and contrast Yonhita’s and Amar’s routines on a school day.

- Design a poster.

- Include a brief summary of both routines and focus on the differences.

- Discuss with your classmates the reasons why the two days are so different and compare them with yours in order to appreciate the possibilities you and other children may have.

- Finally, publish your productions on the noticeboard or the walls outside your classroom.
UNIT ON BULLYING: “FOR THE BIRDS”

BEFORE WATCHING

A) You are going to watch a short film called “For the Birds”. What do you think it will be about?

B) Read the following short film’s overview and answer the questions below:

Title: “For the birds”
Director: Ralph Eggleston
Genre: Animation/comedy
Runtime: 4 minutes
Country: USA
Company: Pixar
Release Year: 2001

1) Who directed it?
2) Is it a science-fiction short film?
3) Where was it created?
4) How old is the short film?

C) Use the words from the box to write an imaginary short review about the film “For the Birds”

small birds route wire big bird accident feathers

WHILE WATCHING

A) Match the adjectives to the characters to describe their personalities:

1) snooty
2) goofy/silly
3) clumsy
4) aggressive
5) pacific
6) bullied
7) bad

a. Small birds
b. Big bird
UNIT ON BULLYING: “FOR THE BIRDS”

B) Put the following events as they happen in the film:

1) The big one flies and stands between the others.
2) They lose all the feathers and the big bird laughs at them.
3) The smaller birds insult and mock the other bird.
4) The birds decide to make him fall.
5) The big bird falls to the ground and the others jump high at great speed.
6) A group of birds are relaxing on a telephone wire.
7) A large bird arrives.

AFTER WATCHING

A) (OPTIONAL) Complete the chart with information about birds and your favourite animal/pet.

<table>
<thead>
<tr>
<th></th>
<th>Food they eat</th>
<th>Place where they live</th>
<th>What they can/can’t do</th>
<th>Different kinds of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite animal:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B) Answer these questions to think about what you have seen:

1) How different are the protagonists of the short film?
2) Is the film funny or serious at the end? Why?
3) Why do you think the big bird is discriminated against or isolated?
4) What similar examples can you see at school, in your neighbourhood or club?
5) How can we prevent these cases of bullying and discrimination?

C) No Bullying campaign: As our final project, in small groups, write an acrostic poem using some of the phrases below, to show your ideas about bullying or discrimination to the rest of the class/school:

- Zero Bullying Now
- Stop Bullying
- Do Not Discriminate
- Words may hurt
POEM: DOWN AND UP—HERE I AM

A) What might the poem be about? Base your guesses on the title.

B) What do you think this phrase means?

"After hitting rock bottom, there is no other way but up."

Now, read the text and see if you were right.

“DOWN AND UP—HERE I AM”

I’ve been down on the floor so many times, 
that I can hardly remember what heaven feels like. 
I walk down those halls that have observed me crawl. 
It hurts, and it burns to feel so small.

Head up high”, mamma told me. “They hurt you because they can. 
After hitting rock bottom, there is no other way but up. 
So, here I stand showing all my pride. 
What is left of me is more than enough.

You took my money and stole my lunch. 
You broke my spirit into shattered glass. 
I vanish with every second that slowly ticks by.

Nothing can take me down now, for this day I rise. 
And here are the ashes of the fire I will soon ignite. 
There is a subtle light lying beneath my pain. 
I am ready to yell “Stop!” and there is nothing you can do or say.

You put me through hell time after time. 
I fear my own tears so I break down in silent cry. 
There is no way out, not that I can see. 
I seek for an explanation there will never, ever be.

A glimpse of hope has taken me over, 
No hatred hides in me. 
My desire to forget is stronger than revenge. 
I smile and let it go. I sincerely forgive you.

Denise Laspoumaderes

C) Read the poem again and answer these questions.

1) How does the writer feel?

2) In your opinion, what do you think the writer wants to transmit with the poem?

3) How did you feel after reading the poem? Why?

D) Which words or phrases in the text mean the following:

1) to look for: ___________

2) broken: ___________

3) to capture, to seize: ___________

4) soft and delicate: ___________

5) to light up: ___________

6) to move on hands and knees: ___________

E) IDIOMS

1) Read the definition of idiom:

An idiom is a group of words that has a special meaning and which is different from the ordinary meaning of each separate word. For example, ‘under the weather’ is an idiom meaning ‘ill’. 

2) Read the poem again and predict the meaning of these idioms only focusing on the context.

a) to break somebody’s spirit

b) a glimpse of hope

F) LET’S DEBATE!

1) Read the article on Bullying at http://www.takeastandtogether.gov.au/over14/facts/index.html

2) Find instances in the poem that show clearly that this person has been bullied.

Sources:

- Idioms: Longman Dictionary of Contemporary English

Key: A) Students’ answers; B) Students’ answers; C) Suggested answers; 1) The writer feels sad, lonely, upset, miserable; 2) The many ways in which bullying can affect a person; 3) Students’ answers; D) Seek; 2) Shattered; 3) Take over; 4) Subtle; 5) Ignite; 6) Crawl; E) 2) a) To destroy someone’s happiness or confidence; b) A faint sign of hope.
A general approach towards school bullying

WHY IS EVERYONE AFFECTED?

There is a good chance that I have suffered from it. Or that you have suffered from it. Or even that either he or she has suffered from it. It is evident that the figures might vary according to countries, but following the information provided by the American Psychological Association, 70% of middle and high school students have experienced bullying at some point in their lives.

Bullying is not a new type of aggressive behaviour. It has been present in society for decades, although nowadays it has caught the attention of scientists, school authorities, government representatives and the press. Unfortunately, cases of bullying have increased in number and seriousness in the last few years, a fact that has intensified the worries of various specialists.

School is one of the venues where bullying is more visible, though it can be found in different contexts such as workplaces, military circles, prisons or even via the Internet on a virtual level, through what is known as cyber-bullying.

There is no accurate or legal definition of bullying, which sometimes makes it really difficult for authorities to properly identify it. Nevertheless, there are certain characteristics that are present in all the cases and serve as a basis for its analysis. The first two important elements to be identified in the case of school bullying are a difference in power between the bully and the victim (either physical strength or popularity) and the repetition of the abuse. Bullies always intend to show their power over the bullied because of their size, gender, age or popularity, and they usually do so repetitively.

Bullying does not necessarily involve only two people. In fact, there are certain roles that kids play in these situations. On the one hand there is the bully (who intends to inflict harm or discomfort) and the victim (who is the target). On the other hand, those who are not directly involved also play a role: these are the kids who assist (who help the bully but have not started the aggression), the kids who reinforce (those who, for instance, laugh), outsiders (witnesses that do not get involved), bystanders (who walk away, probably shocked by the scene) and the kids who defend (those who get involved either during or after the aggression, defending the victim).

The role of the bully can be played by either boys or girls. The former generally are physical bullies (by using direct violence and being destructive) and the latter are normally associated with the social forms of bullying (psychological and verbal abuse, like subtle forms of harassment, rumor-spreading, malicious gossip and manipulation of friendships). The newest form of aggression is cyber-bullying, a way in which the victim is threatened, harassed or humiliated by using digital technologies, such as the Internet or mobile phones. Cyber-bullying tends to be the most difficult to detect by parents or school authorities as it is usually anonymous and its supervision is complicated.

B) Answer the questions:

1) What do the underlined ITs refer to?
2) Why is bullying being discussed nowadays?
3) What different people does this aggressive behaviour involve?
4) Why do bullies behave as they do?
5) Can you think of ways to control cyber bullying?

C) Skim the text and find:

1) Different bullying contexts.
2) Professionals working on the topic.
3) People’s roles when involved in bullying.
4) Forms of bullying.
UNIT ON BULLYING: “IT HAPPENS TO EVERYONE!”

D) Find a synonym for the following words in the text:

1) children ..........................................................................................................
2) secondary school ................................................................................................
3) difficult ..........................................................................................................
4) opposed ..........................................................................................................
5) try ...............................................................................................................

E) Now, find antonyms for these words:

1) psychological ....................................................................................................
2) particular ........................................................................................................
3) active ............................................................................................................
4) directly .........................................................................................................
5) fortunately .....................................................................................................

F) The connectors in the box are used in this part of the article. Find them and decide whether they express opposition, addition or reason:

[Box with connectors: although - or - nevertheless - as - though - and - but]

Opposition:

Addition:

Reason:

Several attempts have been made in order to find a profile of bullies and of victims. Even though there are no universal profiles, a number of characteristics can be identified. Bullies are generally loud and assertive, may be popular and self-confident, with a tendency to be aggressive and hostile in their relationships. Many scientists have assured that bullies come from dysfunctional families and probably are victims of some sort of violence within their own homes. On the contrary, bullied kids are often physically smaller, quiet, introvert and sensitive. It is believed that bullies have the certainty that their victims will not react aggressively when attacked, and remain passive instead.

What should be considered of great importance is the fact that bullying carries short and long-term consequences for both bullies and victims. While it is common for bullies to have a lack of empathy towards others and to develop a manipulative personality, bullied kids may experience low self-esteem, shyness and feelings of isolation. In addition, victims are also prone to depression and some other psychological conditions.

Perhaps the most relevant question in the present day is whether there is a solution for this problem or a way to eradicate it. Firstly, what must be accepted is that, as a social matter, bullying will not disappear automatically by ignoring it. It needs planned intervention. The whole society must know about its existence; the school community must recognise it as dangerous behaviour and inform about it without fear. Also, schools must provide a psychological team specially trained for dealing with both bullies and their victims, in order to provide them with a professional treatment.

Bullying has grown to such an extent that some national governments have started campaigns in order to fight against it. This is the case of Canada, the United Kingdom and the United States, which have started to pass anti-bullying laws. What is your country and your community doing about it?
UNIT ON BULLYING: “IT HAPPENS TO EVERYONE!”

G) Answer these questions:
1) Do you agree with the “profile” given to describe bullies and victims? Why?/Why not?
2) What consequences can bullying have on the victim?
3) Do you agree with this idea: “Bullying needs planned intervention”? Why?/Why not?
4) What is your community doing about this problem? Has anyone taken any measures to prevent it?

H) The following are connectors used in this second part of the article. Find them and decide whether they express opposition or addition:

- on the contrary
- in addition
- even though
- also

Opposition:

Addition:

I) Complete the missing vowels to form words that usually go together:

1) pr_s_nt d__ay
2) r__v_nt q__st__n
3) v__lnc_v_ct_m
4) n_t__l g_v_rnm_nt
5) pr_f_ss__n_l tr_m_nt
6) p_s_s l_ws

J) Add one of the prefixes given in the box to form new words

- inter - in - ir - mis - over - un - un - un

1) _____ certainty
2) _____ relevant
3) _____ common
4) _____ develop
5) _____ experience
6) _____ inform
7) _____ national
8) _____ popular

K) Read the article again and choose the sentence that best adapts to what has been discussed in the text.

1) Bullying affects
   a) every high school student.
   b) only students who deserve it.
   c) more than half of high school students.

2) Bullying happens
   a) in many real and virtual contexts.
   b) only in schools.
   c) in scientific circles.

3) At school, bullying
   a) happens only once.
   b) is always practiced by kids who are the strongest.
   c) commonly displays a difference in power between kids.

4) According to the roles played by kids, bullying
   a) does not consist only of the bully and the victim.
   b) is ignored by those indirectly involved.
   c) never involves defenders.
5) Taking into account that bullying is practised by both genders,
   a) boys are more likely to gossip negatively.
   b) boys do not use technological devices to bully.
   c) girls have a tendency to abuse psychologically.

6) While trying to find a profile for bullies, scientists have discovered that
   a) they have a very supportive family background.
   b) they have fluid and harmonious relationships.
   c) they show strong and confident personalities.

7) While trying to find a profile for bullied kids, scientists have discovered that
   a) their personalities are not as flamboyant as those of bullies.
   b) they always react violently against the bullies.
   c) have problems in their own families.

8) One of the conclusions when considering the consequences of bullying is that
   a) bullies do not experiment any type of problems in the future.
   b) bullied kids might face serious psychological conditions.
   c) neither bullies nor bullied kids suffer much.

9) The best way to get rid of bullying is
   a) to hide it from society.
   b) to organise plans of action.
   c) to ignore the matter.

10) It is very important to have teams of psychologists within schools because
    a) bullies and bullied kids need professional assistance.
    b) parents and children will denounce bullying cases without fear.
    c) this measure will force governments to organise a fight against bullying.

L) Final task – Prevention Campaign
   1) In pairs or small groups, make a poster about bullying. Include some of the information from the newspaper article and some ideas to prevent this problem in your school and your community/town/city. Try to add pictures or images to catch the reader’s attention.

   2) Share the productions with your classmates and discuss the different aspects that each group has chosen.

   3) Publish the posters on the school’s walls or noticeboards, so that everyone can see them.

References
Background

Saint Valentine’s Day is a celebration that takes places worldwide on February 14th. Despite the fact that it is celebrated in many countries, it is not considered a holiday in all of them. Valentine’s Day is also called the Day of Romance. It is named after Saint Valentine, a Christian martyr and Roman Priest, who was martyred on or around February 14th in the year 270 AD.

What do people do?

Valentine’s Day is an occasion for people to show their inner feelings of love and friendship to their most beloved ones. Some people even invite their couples for a dinner out while others choose that day to get married. On this day, people exchange cards and presents. They generally give greetings cards, flowers, chocolates and jewellery as gifts.

It should be noted out that the celebration is not exclusively connected to romantic love. In some countries, it is also considered a time to appreciate friendship. For example, in Finland, Saint Valentine’s Day is more connected with “Friends’ Day”. People tend to remember Friends rather than just focus on romance. Similarly, in Guatemala, Valentine’s Day is also known as “Day of Love and Friendship”.

Some symbols which can be associated with St. Valentine’s festivity are hearts, red and pink roses, images and miniatures of cupids, cupids’ bows and arrows. Cupid is generally depicted as a small winged angel with a bow and arrow. In mythology, he uses this arrow to strike the heart of people and thus, make them fall in love.

Teaching sequence

For Children

Level: Beginner

Tasks

1. Stick a picture of Cupid on the board. Ask students to describe him physically. Then, have them mention any symbols connected to Saint Valentine’s Day.

2. Tell students that in the past, it was very difficult for some people who were in love to communicate with each other. Have students invent an alphabet with symbols and write encoded messages for other partners to guess. Demonstrate this activity by showing your alphabet code and writing a message using those symbols.

3. If students are fond of decorating and writing, you can have them design Valentine’s cards for their friends and families.

For Adolescents/Adults

Level: Any

Tasks

1. Brainstorm any information students may know about Saint Valentine and Saint Valentine’s Day.

2. Tell students to investigate the origins of Saint Valentine’s Day. Copy the following questions on the board and have them look for the answers at home.
   a) Who was Saint Valentine?
   b) When is Saint Valentine’s day celebrated?
   c) What do people do on this day?
   d) Why do some people say that Valentine’s Day has a pagan origin?
   e) Where is this day celebrated?
   f) What does Cupid look like?

3. The following class, check answers orally and make a mind map on the board summarizing students’ findings.

4. As a follow-up, you can have students imagine and discuss the following questions:
   a) What would Saint Valentine look like if he were ... a heavy metal singer?
   b) a romantic singer?
   c) an animal?
   d) a mythological creature?

Extra reading for teachers

- To learn more about Valentine’s Day History:
  - http://www.timeanddate.com/holidays/common/valentine-day

- To get videos and more detailed explanations for the celebration:
  - http://www.history.com/topics/valentines-day
Teaching is an activity permeated with the human factor, and because teachers are human beings, they deal with all kinds of people everyday, including workmates, parents, school authorities, publishing representatives and advisors, as well as students.

As classrooms become more crowded, it is a good idea to establish lasting work guidelines that consolidate in time. This can be best achieved through positive emotional approximation strategies involving affection instead of punishment. However, with 25 students per class, it is sometimes difficult to use positive teaching.

The main objective of positive pedagogy is to make knowledge and feeling go hand in hand in order to increase students' motivation and facilitate class work.

In this article we present true cases and examples that we have put into practice in real classroom situations with students from preschool up to sixth grade. It is worth mentioning that all the students responded well to the positive stimuli they were exposed to.

**Basic principles**

These are the fundamentals of this pedagogical approach:

- Always highlight students' qualities and positive actions.
- Pay attention to negative aspects such as misbehaviour, answering back, etc., but do not dwell too much on them.
- Promote joy and optimism to generate a pleasant environment.
- Approach the students' emotional and psychological world, building bridges towards them.
Teachers should leave aside the fear of ridicule and sense of seriousness, at times excessive and typical of the adult world, in order to get closer to children and understand their world. It is also necessary for us to develop feelings of empathy to be able to walk in our students’ shoes, and get to know how they think or what they find amusing. In this way, students will feel loved and valued at the same time.

It is important to note that this approach is not intended to boost the students’ ego, overvalue it or turn it into the centre of the teaching process.

It is all about getting the students’ attention and affection focusing on positively developing their best qualities, and trying to create a happy and coherent working environment, where fun and entertainment are combined with work and concentration.

It is essential to point out that there are no bad students, but human beings influenced by various factors such as family, social environment, etc.

If we know how to connect with the students’ emotional world, we will give a step forward in terms of coordinating with their inner world and turning them into partners that respect us, but also feel us emotionally close.

**Practical aspects**

Here are some actions and strategies we have applied to work in a positive environment in several primary school courses.

- **Praise.** We all like being praised and, as teachers, we can always find something positive to praise our students for, like a nice drawing, a good idea or a well-told joke. Saying how smart they look in a certain outfit and asking if they are attending a birthday party is also good praise. Physical applause touches the heartstrings of any student. We usually give our students ten claps for several reasons: making a nice drawing, explaining some topic or having their desks tidy.

- **Gifts.** Students, especially children, do not necessarily appreciate traditional or expensive gifts, but the way gifts make them feel. So what can we give them as presents? The list is endless and may include stickers, bright stones, etc. In our experience, giving out old computing magazines containing pictures of computers and other devices usually attracts primary school students of all ages.

- **Tribes.** Considering that any member of a group likes being positively singled out, we give our students positive and fun labels. For example, in our first grade class we have several teacher “cousins” as they share one of their surnames with their teachers. Other labels include “strong grandpa”, “rocker”, “sarge”, which students carry with pride and they even cry if they are deprived of them when they misbehave.

- **Greetings.** It is useful to create special greetings to distinguish our class from the rest of the classes in the school. The easiest way is to combine claps for students to exchange among themselves and with their teacher on certain occasions. There is also a simple and motivating ritual that students do following the teacher’s orders. If the student has done something good, the teacher says “praise yourself” and s/he immediately gives him/herself four pats on the back.

- **Recognition.** Recognising students’ work is a great way of giving positive stimulus. There are several ways of doing this. What students like most is having their drawings displayed on the whiteboard screen or on a wall. This is simple to carry out; first scan the drawing, then save it as a .jpg file and finally set the image as wallpaper to be shown for several days on the whiteboard to honour its author.

Students’ drawings are shown during several days on the whiteboard screen. All the children want to see their artwork used as wallpapers.

- **Rituals.** Throughout history, civilizations have reinforced the bonds between their members by performing ceremonies and rituals. We can do something similar with our students in an easy and fun way. For example, with our first grade group we have a motto saying that we come to school “to work, suffer and have snacks” which we chant from time to time for children’s joy, visitors’ amazement and, above all, for mutual
understanding among students. We have another ritual that consists of touching a column facing our classroom window. The paint is a bit peeled off, making it stand out from the rest of the structure. So when a student has done something good, s/he goes out and touches the peeled off part of the column while the others watch. This ritual is quite simple but highly stimulating for students.

All the aforementioned activities are easy to carry out and it is worth implementing them.

Box 1: Creating our own medal gallery

Since ancient times, giving out medals and badges has proved to be one of the best ways to motivate people.

You can also create your own gallery of rewards consisting of medals or badges made with the computer and then laminated.

Use any word processor or illustration program. In this case, we chose Microsoft Word 2003; with later versions the procedure is practically the same.

• Click on the AutoShapes option on the drawing toolbar at the bottom of the screen, and then select Basic Shapes from the pop-up menu.

• Choose the smiling face as a central image.

• Once inserted, click on the image with the right button of the mouse and choose Format AutoShape in order to modify fill colour, line style, etc.

Then click on the Wordchart icon to write down the text.

• From the Wordart Gallery, choose the following text style that fits well with the emoticon because of its curved shape. Then type the word outstanding.

• The size and shape of the text can be modified by clicking on the small circles around it and adapting it to the emoticon’s circular shape.

• Click on the text with the left button and there appears a toolbar to change the text format.

• Once the necessary changes have been made, the image and text may look like this:

After printing and laminating it, you can add a cord so that it can be hung from the neck. This is just a simple reward carried out in a few steps. With more time and patience, more elaborate ones can be made.

In conclusion

Based on our experience, we could confirm that positive teaching is, in the short and long term, much more effective than using punishments and reprimands, even if we cannot avoid applying them on some occasions. There is always an opportunity to give our students praise or a little gift to reaffirm their personality and foster good behaviour while learning English.

Francisco Garcia Gimenez
Translated by Mariela Starc
GAME: FUN TIME!

RULES
To play this game, you have to put your counter in the START space and follow these rules:

• Throw the dice and move to the number you get.

• If you land on a space with a question, you have to complete the question with the missing word. You have to complete it correctly, if not you miss a turn.

• If the space says *go to number....*, you have to go forward to the number it says and answer the question. You have to answer the question or go back to the place you were. If it says *go back to number....*, you have to move backwards to the number it says. For instance, if you land on number 3, go to 10 and the other way round. Do the same in numbers 17 and 23.

• You need the exact number to reach the end space. If you answer the last question, you win the game!

CARDS

<table>
<thead>
<tr>
<th>1- My _______ is Sarah.</th>
<th>2- Go to number 8.</th>
<th>3- Go to number 10.</th>
<th>4- _______ I go to the toilet, please?</th>
<th>5- What’s the ______ like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- How many ______ have you got?</td>
<td>8- Can you _______ me a pen, please?</td>
<td>9- Go to number 15.</td>
<td>10- Go to number 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11- Open your _______ on page 31.</td>
<td>13- Go back to number 6.</td>
<td>14- Go to number 20.</td>
<td>15- The teacher is writing on the _____.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16- Open the _______, please.</td>
<td>17- Go to number 23.</td>
<td>18- Go back to number 12.</td>
<td>20- _______ please.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21- Do not use your _______ in class.</td>
<td>22- _______ to me and repeat.</td>
<td>23- Go to number 17.</td>
<td>24- Go back to number 19.</td>
<td>25- What’s this?</td>
</tr>
</tbody>
</table>

At **EDIBA Player** you can find

- **Magazines**
  - New and previous editions and specials
  - Top picks
    - Photocopiable
    - Posters
    - Supplements

- **Multimedia kits**
  - Activities and projects
  - Workshop activities
  - Multimedia games
  - Videos
  - Fotocopiables

**Remember:** Some resources are free and some have a fee.

**EDIBA Player** is a free app

*Safe mode of purchase by PayPal*

**EDIBA Player** is a free application that will allow you to get access to all our resources from your pc.

You no longer have an excuse, access to all your favourite magazines and many other resources through **EDIBA Player**

Descárgala en [www.player.ediba.com](http://www.player.ediba.com)