

REAL BOOK NEWS

for adults helping children
learn foreign languages

REAL BOOK NEWS

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REAL BOOK NEWS

now in its second issue is published twice a year in **May** and **November**.

REAL BOOK NEWS

is a resource of information for parents, teachers, teacher trainers and administrators interested in introducing **REAL picture BOOKS** to **children learning their first or second foreign language**.

REAL picture BOOKS are written for children's enjoyment and enrichment with no specific language teaching aim. The language that accompanies the pictures is authentic to native speaker children. **REAL picture BOOKS** reflect the culture of their authors, artists or photographers. Many stretch naturally across the curriculum. They can be used to introduce new language and ideas or to consolidate language introducing a new aspect and giving rise to creative ideas and activities. **REAL BOOKS** leave life-long impressions; they are what reading is really about. They give enjoyment and often fun, too!

REAL BOOK NEWS includes:

- lists of suitable and newly published Story Picture and Information Books in 3 sections - English as well as French and German, depending on the availability of material.
 - information on how to use **REAL BOOKS** based on experience.
 - **ISSUES** feature information books, icon books and other special books
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REAL BOOK NEWS availability

To add your name to the mailing list to receive **REAL BOOK NEWS** regularly please contact the Editor, Opal Dunn, at the above address. Copies are distributed free of charge.

REAL BOOK News

Editorial

The response to **ISSUE 1** of **REAL BOOK NEWS** has been far greater than I expected and from people all over the world working in different fields.

- **Curriculum developers** have told me it was useful to have news of suitable Real Books as they were suggesting using **REAL BOOKS within the curriculum**.
- **Classroom teachers** have told me about introducing **REAL BOOKS** for the first time. ‘Children got so excited when they found they could understand a story book in English. They looked at it over and over again with joy on their faces.’ ‘After they had read a very simple **REAL BOOK** in English, their attitude to English lessons changed. They found new enthusiasm.’
- **Teacher Trainers** told me they welcomed being introduced to a wider range of **REAL BOOKS** suitable for young learners beginning foreign language learning. They especially welcomed titles of books they could use within the first weeks of learning English.

For guidance, I have introduced a very simple level classification of books based on experience:

Beginners (starters) 1a

Post Beginners 1b

Early Readers 2

There is still a lot to be done and many problems to be solved if children are to enjoy at least one or two **REAL BOOKS** and if eventually we are to have **REAL foreign language picture BOOK Corners** in schools or classrooms. If you can manage to collect a few **REAL PICTURE BOOKS** yourself and share them with your class, it’s a way to begin. Once you start using **REAL BOOKS** as part of your lesson, I think you’ll find a change in the children’s attitude. Without knowing it you’ll pass on your love of the bookenthusiasm is infectious. Then they’ll want more!

Through **REAL BOOKS** children can project themselves way beyond their linguistic and foreign language reading level. Some text they’ll pick up and use as ‘pre-fabricated’ blocks, so don’t worry if the story language takes them beyond the set curriculum content. The important thing is that the language, together with the pictures, are meaningful and useful to the child. A good example of this is **Have you seen the crocodile?** by **Colin West**. Children starting English love this book

In this issue apart from introducing additional suitable story books, I also introduce some **ART BOOKS** which will naturally lead you into Language and Activities **across the curriculum** and possibly across the languages used in your school, too.

For those of you who also receive the French language edition I once again have to thank my colleague, Colette Samson, for her very useful and practical contribution.

ART BOOKS for children - *international cultural icons?*

Most child love looking at paintings and prints. Through them they develop their own interests and appreciation of art and life in general. Within the last few years international icons of art found in National Museums have become more accessible to children. Extremely good full colour reproductions accompanied by easy-to-understand text, and even activities, have helped both adults and children. Getting familiar with great paintings and prints can lead on naturally to other cross-curriculum activities. The Art Books I introduce are excellent value when you consider the price of one post card in a Museum shop.

For Beginners (Starters) 1a

Spot a cat A child's Book of Art Lucy Micklethwait
Dorling Kindersley ISBN 0-7513-5336-1 £4.99

Spot a dog (the same series)
Dorling Kindersley ISBN 0-7513-5335-3 £4.99

Simple language accompanies the pictures selected from Museums in the US, France, Austria, Italy, Switzerland introducing cultural icons from different societies, cultures and periods in history. Twelve reproductions are each accompanied by one sentence asking questions like:

Can you spot the cat? *Zoological Garden Paul Klee*(Painting)
Where is the little cat? *Night Cafe at Arles Paul Gauguin* (Painting)

or making statements like :

This cat is a happy cat.	<i>Night Rain and Thunder Utagawa Kuniyoshi</i>	(Print)
I can see a white cat.	<i>Mr and Mrs Clark and Percy David Hockney</i>	(Painting)
I can see a big cat	<i>Woman with a cat Auguste Renoir</i>	(Painting)
This one is a crazy cat	<i>Cat Karel Appel</i>	(Painting)

Rhyming text to go with the thirteenth and last reproduction is in easy-to-understand language. As children discover the cat in each picture, they discover much more as well.

Before introducing the books, talk about cats(or dogs) using a photo to help children look at a cat(or dog) more closely. Learn the names of the parts of the body and talk about what cats can do. Introduce 6 of the paintings in the first lesson leaving the following 6 for a second lesson. The final page with more text can be left for a third lesson.

Once children are familiar with the simple language accompanying the paintings or prints, ask the children for their comments on the cat and the picture in general. You will probably learn quite a lot about the children you teach from their reactions. However, art appreciation is very personal so do not be tempted to turn this experience into a language drill.

These books can lead on to all sorts of activities starting, for example, talking about pets or types of cats including tigers and lions.

For Post Beginners 1b

A Child's Book of Art Great Pictures first words Lucy Micklethwait
Dorling Kindersley ISBN 0-7513-5070-2 £9.99

Over 100 colour reproductions of paintings are divided into themes and accompanied by words and phrases to make a different type of First Word Book or First Dictionary. Themes include **The family/ At Home/ In the Garden/ Pets/ Colours/ A time to eat/ A Time to Sleep** all of which are provide unusual support material for work going on in the classroom.

The following is part of the theme **Let's go by boat** (page 50 - 51)

Text - **fishing boats**

Illustration - **Mount Fuji Seen Through a Fishing Net on a Clear Day**

Artist –**Kuniyoshi**

Text - **passenger boat**

Illustration - **The Month of May**

Artist - **Simon Bennick c. 1540**

Text- **sailing boat**

Illustration - **The Owl and The Pussy Cat**

Artist - **Peter Blake**

A Child's Book of Art is a reference book. It is an ideal book to dip into once children have built up some spoken vocabulary. It can be used in the same way as First Word Books or First Dictionaries. Some teachers introduce one, two or more themes in each lesson depending on the language level of the children and the content of the theme.

For example the theme **Counting** is introduced quite easily as the text consists of :

one boy two angels three girls four sisters five children

Many teachers introduce themes just before they read a story towards the end of the lesson. Once children are familiar with all the themes, teachers then leave the book in the English Book Corner for children to browse through by themselves.

Illustrating words and situations by using international cultural icons introduces children to something different and more challenging than a photo or simple graphic illustration. Children who get to know this book cannot help but find satisfaction and stimulation. It is an excellent addition to any Foreign Language Book Corner.

For Early Readers 2

A Child's Book of Play in Art Lucy Micklethwait
Dorling Kindersley ISBN 0-7513-5419-8 £9.99

A follow-on to **A Child's Book of Art**

STORY BOOKS

For Real Beginners (1a)

Have you seen the crocodile? Colin West
Walker Books ISBN 0-7445-1065-1 £3.99

A cumulative text, easy-to-understand and use. The same question and answer is used on each spread with the new animal becoming the questioner on the following spread. The repetition of phrases or prefabricated blocks of language takes the form of a natural drill! The pre-fabricated language blocks used in this story may be way beyond the curriculum for beginners, but children soon pick them up, They are very useful phrases for Classroom management and Games language.

‘Have you seen the crocodile?’ asked the parrot. ‘No,’ said the dragonfly.
‘Have you seen the crocodile?’ asked the parrot and the dragonfly. ‘No,’ said the bumble bee.

The questioning continues for 5 spreads asking in addition the butterfly, the humming bird, and the frog until they all say,

‘No one’s seen the crocodile! But then ?’

What next? A fun solution to the search in the final 3 spreads.

The full colour, comic-like illustrations are great and help the child build much more into the story himself. The crocodile’s wicked look of knowing exactly what he is doing, the happy confident way the frog sits on the crocodile’s head and the expression of the other animals all contribute so much more to the story than the actual text.

Before you introduce the story:

- introduce the animal names using the front cover illustration for support.
- make sure children know the meaning of the phrases:

‘Have you seen ... No one’s seen ... I’ve seen

by pretending to have lost something in the classroom or playing a type of Hide and Seek game.

From my experience once children know the story well, they enjoy joining in. Some even make up their own animal noises to accompany the text. To begin with, I take the role of the narrator as well as the crocodile. It’s not long before they take over all the parts themselves. Then they are ready to act the story.

One class divided into groups of seven and made their own cut-out puppets on strings for the 6 foolish animals and used an old stocking to make the crocodile. They then performed the story hiding behind the back of a chair using the seat as the stage. By the time they had done this, they knew the story by heart. Some then went on to make their own mini-books copying the text word- for-word but adding their own illustrations.

For Post Beginners 1b

The Big Red Bus
Walker Books

Judy Hindley
ISBN 0-7445-4758-X

Illustrated by William Benedict
£5 99

A simple text accompanied by cartoon-like, lively pictures that tell the story of how a Big Red Bus gets stuck in a hole and so holds up the rest of the traffic on the street. The text is in spoken form and also uses speech bubbles for words like ‘OH NO!’ ‘STOP’ ‘HELP’

The story begins:

‘There’s a hole in the road. OH NO!

Here comes a van, but the van can’t go because of the bus. STOP!

And here comes a car, but the car can’t go, because of the van. STOP!’

And here comes a motorbike, but it can’t go, because of the car. STOP!’

The story continues introducing other vehicles until,

‘HONK, HONK! Here comes a tractor. HEAVE-HO! Up you go!’

Then finally, **‘But what’s all this? What has happened to the hole? All gone.**

Noises are given for the red bus **‘BRUM, BRUM, BRUM!’** but I found the story was more fun if I added sounds for the other vehicles myself.

The central spread is double and folds out to give a view of all the vehicles held up on the road. one behind the other. It is easier to divide telling the story into two parts by breaking at the double spread where all the people involved with the vehicles shout, **‘HELP!’** .

As you can see from the example the text has useful language for transfer to other situations. Certainly by adding some of this text, which is all spoken language, you will make your lesson dialogues more authentic and lively, too.

One class brought toy models of cars, tractors, diggers to class and acted out the story with different vehicles taking turns to fall into the hole. Of course the teacher had to make a pretend hole!

Another class collected photos of vehicles from magazines and made their own collage version of the double spread page. They painted in trees, traffic lights and house and shops along the way. All the teacher needed to do was to provide a long piece of paper and draw on it the beginning of a road and the hole, too!. The children were so full of ideas themselves that they carried the teacher along with them.

For Post Beginners 1b

No Bath Tonight! Harriet Ziefert Illustrated by Emily Bolam

Dorling Kindersley ISBN 0-7513-7117-3

£8.99

As the title and cover suggest the little boy in the story doesn't want to have a bath. The pages are cut so that each spread gets bigger as the reader gets further into the story. The rhyming short text tells how the animals provide the little boy with reasons for not getting into the bath.

Mama, Mama, It would be a big mistake
No bath for me! To take a bath
I have reasons, With that green snake.
Come and see.

Crocodile, though you may grin,
It doesn't mean I'm getting in!

The story is fun and easy for children to pick-up. The language includes many useful phrases to transfer to other situations. **'You always help me'** **'where they belong'** **'what do I do now?'**

Before you introduce the story it is important that children know the names of the 10 animals on the front cover including *Lucky, the dog*.

a birdie, an octopus, a green snake, a skunk, a cow, a crocodile, seven green turtles and a pig, a big bear.

Some of you working with younger children may already be using the lift-the flap-book by the same author but published by Picture Puffins.

Mummy, where are you? Harriet Ziefert Illustrator Emilie Boon

Picture Puffins ISBN 0-14-050899-6 £3.99

The story is about Little Hippo who is looking everywhere for his Mummy.

I'm looking for my Mummy. - the picture shows Little Hippo in the living room
Mummy is that you? - in the hall
Mummy, I can't see you! - in the garden
 and so on.

It is a good follow-up to playing a Hide and Seek game with a soft toy with which you can dialogue. Children soon pick up the text which is all spoken language.

Early Readers 2

Peace at last Jill Murphy

Campbell Books ISBN 0-333-71277-3 £3.99

The story begins:

‘Mr Bear was tired, Mrs Bear was tired, and Baby Bear was tired...so they all went to bed. Mrs Bear fell asleep. Mr Bear didn’t.’

Then Mrs Bear began to snore. Baby Bear wasn’t asleep and made noises. So did the clock, the refrigerator and on and on.

‘Mr Bear said, ‘Oh NO!

I can’t stand THIS.’

So, he got up

and went to sleep in Baby Bear’s room.

..... and went to sleep in the living room.

..... in the kitchen

..... in the garden

..... in the car

and so on.

Poor Mr Bear! It all sounds very familiar to many home situations.

The story makes a fun follow-up to activities involving learning the names of rooms of the home and furniture. The story very quickly becomes interactive as children soon join in making the appropriate loud noises all of which disturbed Mr Bear’s peace. These include:

The clock **TICK-TOCK, TICK-TOCK CUCKOO! CUCKOO!**

The leaky kitchen tap **HMMMMMMMMMM...**

The owl **TOO-WHIT-TOO-WHOO**

The hedgehog **SNUFFLE, SNUFFLE**

The cats **MIAAAOW**

The birds **TWEET,TWEET**

The alarm clock **BRRRRRRRRRRRRRRRR**

I found it easier to introduce the story over 3 lessons.

1. The first lesson ending where Mr Bear goes to sleep in the garden.
2. The second ending when Mr Bear got out of the car to go back into the house.
3. The third lesson ends the story with:

‘Never mind,’ said Mrs Bear. ‘I’ll bring you a nice cup of tea.’ And she did.

From the picture it looks like a very English cup of tea with milk in it! A good example of cultural input. How do you like your tea? With milk or lemon?