

Dear People from Tromsø to the Deep South,

Yesterday, with the primary group, I did one of Dufeu's classical exercises and then **they** did it, mostly in Norwegian. In the exercise we had to "echo" what each leader said and imitate what she did. It was amazing to hear the different rhythms of the different regions of your huge, long country.

I enjoyed myself with the primary group... I was kind of... on holiday. By 3.45, though, they were dead tired... I mean really exhausted. K. told me that you, too, were quite a job to "get going"... I think that I do not sufficiently realise the depth of your rhythmical, body clock tiredness at the end of the long Winter, at the end of the long school year.

My rhythm is different in our Pilgrims training context.... I have this feeling in September when the mad summer rush dies down.

The school visit will be our last activity on Friday. We will leave for Faversham either before lunch, and you eat there, or after lunch, and we get to the school by 2.00 pm sharp. The Deputy Head, C. is a stickler for punctuality! She thinks of me as a very poor time keeper. ( Secretly, I don't believe clock time has any validity, though I fully accept "sun" time and body time are real ) . You will be back on the train to Canterbury by 4.00 pm and back at East Station 13 minutes later. The Faversham-Canterbury distance is just over one Norwegian mile, through the laden orchards of the Garden of England, interspersed with hop fields. You will also see plenty of oast houses ( where the hops used to be dried in times gone by.)

One thing I want to confess to you. The area of language teaching techniques was a tiny one back in the 60's. Today it has grown to be ginormous ( gigantic + enormous) and I feel at sea in too much knowledge. How can M. and I intelligently select the right things to show you in a week, knowing that you are wildly different a) in regional culture, b) as human beings c) as classroom practitioners.

My secret hope ( paradoxically, now about to be no longer secret ) is that the exercises we have worked on with you have certain humanistic characteristics that offer you a clear state of mind about teaching. This state of mind rejects boredom, it delights in the students' creativity and KNOWS that this beats strong behind the various teenage masks of passivity, coolness or anger....

I think you are wildly different because I have never yet taught a group of people who were not. And it is this difference that lights up my time in the classroom and makes me really want to go to work each morning. It is your difference and your **brilliance** that draws me forward.

( The old bugger's getting all poetic this morning, eh? Waxing lyrical, as they say!)

( Note "eh?" used as a question tag. Teenagers use "OK?" as their question tag when telling a story. If you listen carefully to Mina you will heard occasional OK?'s. People also use "Mmmmmmm" with a rising intonation as question tag. In Welsh English and in Indian English ( spoken by some of a billion people) they have a sort of third person tag:

A: We're going to Faversham tomorrow, **isn't it?** "

Enough meanderings,

Warmly yours,

  
Mario.