



UDRUŽENJE NASTAVNIKA ENGLESKOG JEZIKA  
C R N E G O R E

# VOICE UP!

**ELTAM**  
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Dear readers,

Since half of our school year has passed, we all probably need a kind of teaching refreshment. As a part of it, we present the fifth issue of our newsletter.

As the title of one of the conferences described on the following pages says: *No teacher is an island*. Knowing how important it is for all of us to connect with each other and share our experience and ideas, we present the reports about different conferences in the region. You will find out about the modern trends in education which our members discovered by attending those conferences.

Moreover, here you have the opportunity to find out what other teachers in our country do, read about different projects and activities.

As always, in the last part of the newsletter, we share with you interesting lesson plans and teaching tips. The lesson plans are prepared by teachers from our country, as a result of their creativity and effort, but also inspired by numerous seminars and workshops which ELTAM has organized during the previous year.

At the end, we invite you to become a member of our organization if you already aren't. By connecting with each other we make a powerful network, a network of enthusiastic, innovative people who can make a difference.

Enjoy our newsletter and stay tuned,

ELTAM editorial team

## ELTAM ACTIVITIES IN 2019

- ❖The four-day English teacher training entitled "Get-real! Bringing 21st Century Literacies to Life" was implemented by English Language Teachers' Association of Montenegro ELTAM, from 11 to 14 January 2019. The training was realized as an initiative of the Regional English Language Office (RELO) in Belgrade, the United States Embassy in Podgorica and the United States Department of State, Office of English Language Programs at the Bureau of Educational and Cultural Affairs. 67 English language professionals from 17 different countries: Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Romania, Bulgaria, Albania, Kosovo, Macedonia, Croatia, Bosnia and Herzegovina, Serbia and Montenegro were nominated by their respective U.S. Embassies throughout the region and got the excellent opportunity to share practices and discuss media literacy and critical thinking.
- ❖The 17th ELTA Serbia Conference was held on 10 and 11 May in Belgrade under the title "No English Teacher is an Island". ELTAM's representatives were: Dragana Radoman, Marija Bojić, Milka Cerović, Milena Danilović, Natalija Savićević-Mrvaljević, Tanja Đonlaga, Vojo Mrvaljević and Gordana Milić. All representatives had workshops at the conference on different topics.
- ❖The 1st International and the 5th National Conference ELTAM Days 2019 for English Language Teaching Professionals was held at the Faculty of Philology in Niksic on June 21-22, 2019. It gathered 179 language teaching professionals from all levels and different institutions: 113 Montenegrin participants, 11 international participants, 18 international speakers and 17 guests.
- ❖ELTAM members Tanja Djonlaga, Gordana Milic, Vojo Mrvaljevic and Natalija Savicevic Mrvaljevic attended the 5th TETA conference "Reflect, Reshape, Refresh" on June 14 - 15, 2019 in Tuzla, Bosnia and Herzegovina.
- ❖ELTAM members Gordana Milic and Natalija Savicevic Mrvaljevic attended the 10th Tuzla English Language Teaching Seminar - TELTS 2019 from 25th to 27th June 2019 in Behram-begova Medresa in Tuzla, Bosnia and Herzegovina.
- ❖ELTAM board member Marija Bojic attended the regional training "The Prevention of Radicalization and Violent Extremism" on June 29-30, 2019 in Belgrade, organized by Nansen Dialogue Centre Serbia and Global Partnership for the Prevention of Armed Conflict GPPAC.
- ❖U.S. Government-Supported Access English Language Program was successfully completed in Rozaje on September 10, 2019. The U.S. Ambassador to Montenegro Judy Rising Reinke, together with the English Language Teachers' Association of Montenegro ELTAM and representatives of municipality Rozaje, officially closed a two-year Access Program in Rozaje.
- ❖ELTAM promoted the celebration of the European Day of Languages and spread the information to numerous schools in Montenegro. During September 2019, the EDL was celebrated in most of the schools, and all the information, as well as photos, were published on Facebook page devoted to European Day of Languages in Montenegro. The report was sent to Bureau for Education Services and shared with the European Centre of Modern Languages in Graz.
- ❖ELTAM president Dragana Radoman attended the meeting of GPPAC (Global Partnership for the Prevention of Armed Conflict) Regional Steering Group for the Western Balkans in Belgrade on 18 October 2019.

- ❖ ELTAM board members Dragana Radoman and Marija Bojic attended the regional training "The Prevention of Radicalization of the Youth in the Western Balkans" on October 19-20, 2019 in Belgrade, organized by Nansen Dialogue Centre Serbia.
- ❖ In November 2019, ELTAM has coordinated teaching tour with Nick Bilbrough in cooperation with partner organization Sharing One Language (SOL). Mr Nick Bilbrough has visited Berane, Pljevlja and Podgorica, and held workshops for both teachers and students.
- ❖ On November 16 and December 7, 2019 ELTAM organized the trainings "Teaching English through TESOL methods". The trainings were held by the U.S. English Language Fellow Ms Annabelle Royer, MA TESOL in American Corner Podgorica.
- ❖ ELTAM's president Dragana Radoman was nominated by the Bureau for Education Services to attend the conference "Languages at the heart of learning: 25 years of inspiring innovations". Conference was organized by the European Centre for Modern Languages and held on 5-6 December 2019 in Graz, Austria.
- ❖ English Language Teachers' Association of Montenegro ELTAM organized a leadership training in Podgorica on December 21, on how to become one of Montenegro's leaders in English language education. Training was held by ELTAM board members Dragana Radoman, Milka Cerovic, Marija Bojic and by the U.S. English Language Fellow Annabelle Royer. This is the first training in a set which are to be organized with the financial support of the U.S. Embassy in Podgorica, as part of the project. *Supporting Professional Development of English Language Teachers in Montenegro.*
- ❖ During the period from September to December 2019, ELTAM members Milka Cerovic, Milena Danilovic, Ratka Strunjas, Nikolina Becanovic and Aleksandra Krivokapic held numerous free workshops for children of younger age, in the premises of "Razvojni centar" in Niksic and in cooperation with the association "Udruzenje roditelja".
- ❖ At the moment ELTAM implements the fourth English Access Microscholarship Program in Niksic.
- ❖ In the Catalogue for Professional Development for school years 2019/20 and 2020/21, there are 10 teacher trainings supported by English Language Teachers Association of Montenegro ELTAM:
  - 1.no 26: *Dani ELTAM-a - Inovacije u nastavi*, authors Dragana Radoman, Zorka Radonjić, Milka Cerović and Marija Bojić, coordinator Dragana Radoman;
  - 2.no 57: *Komunikativni pristup u podučavanju gramatike*, authors Milena Danilović and Milka Cerović, coordinator Milena Danilović;
  - 3.no 64: *Kritičko sagledavanje stvarnosti kroz vizuelne podsticaje - Kreativnost u nastavi engleskog jezika*, authors Marija Vukićević and Bojana Klačar, coordinator Marija Vukićević;
  - 4.no 98: *Podučavanje engleskog jezika kroz TESOL metode*, authors Dragana Radoman and Milka Cerović, coordinator Dragana Radoman;
  - 5.no 112: *Razvijanje vještine pisanja u nastavi engleskog jezika*, authors and coordinators Zorka Radonjić and Ivana Radulović;
  - 6.no 132: *Unesimo inovacije u nastavu stranih jezika*, authors Milka Cerović and Dragana Radoman, coordinator Milka Cerović;
  - 7.no 149: *Kreativne aktivnosti u nastavi stranih jezika s posebnim osvrtom na rad sa darovitim učenicima*, authors Gordana Milić and Vojo Mrvaljević, coordinator Vojo Mrvaljević;

8. no 332: *Produktivne vještine u nastavi stranih jezika*, authors Tanja Đonlaga and Natalija Savićević Mrvaljević, coordinator Natalija Savićević Mrvaljević;
9. no 328: *Podučavanje engleskog jezika putem interneta (Teaching English online)*, author and coordinator Kristina Šebek;
10. no 338: *Receptivne vještine u nastavi stranih jezika*, authors Tanja Đonlaga and Natalija Savićević Mrvaljević, coordinator Natalija Savićević Mrvaljević.

## UPCOMING EVENT

### THE 6<sup>TH</sup> ANNUAL CONFERENCE

### ELTAM DAYS 2020

### *Innovations in Teaching: Sustainable Development and Global Citizenship*

May 30, 2020

The Faculty of Philology Niksic

Note: Accredited in the Catalogue for Professional Development of Teachers for 2019/20 and 2020/21, No 26, module 1



**Tiana Čović**  
ELTAM Board member

## *ELTAM Days 2019*

### *Empowering 21st Century Learners and Educators: Meeting Challenges, Exploring Solutions*

The first international and the fifth national conference entitled *Empowering 21st Century Learners and Educators: Meeting Challenges, Exploring Solutions* was held at the Faculty of Philology in Nikšić.



The program lasted for two days, from June 21 to 22 and included a large number of presentations, talks and workshops.

The Conference was financially supported by the U.S. Embassy Podgorica, the Ministry of Education, the Bureau for Education Services, the Municipality of Nikšić and supported by the Faculty of Philology, the Regional English Language Office (RELO), Pearson and SOL (Sharing One Language).

The first day was filled in with plenary sessions, talks and workshops reflecting the topic of the conference. All the sessions, talks and workshops

were craftily delivered by our colleagues from the country and abroad and offered new insight and perspective. They were all carefully selected and will undoubtedly serve as a great resource for our fellow teachers and English professionals; however, for the sake of economy, we will present only a few of each.

The first plenary session was delivered by Jen MacArthur, Regional English Language Officer (RELO) entitled *Is Seeing Believing? Teaching Critical Thinking through Visual Literacy in the EFL Class*. Jen talked about how it is important that we help our students to develop skills to see, describe, analyze, and interpret information – both with words and through images, and move from using visual aids to putting visual literacy at the core of our curriculum!



The next plenary session was held by Vaughan Jones, who has been involved in English language teaching, training and materials writing for over 30 years. Vaughn talked about how students learn best when a lesson combines motivating material with memorable exposure to language through a series of meaningful tasks and presented Pearson's new five-level upper-secondary course designed to align with the learning objectives of the Global Scale of English and Common European Framework. This practical session explored ways in which topics, texts and tasks can reflect these priorities and help teachers to create the optimum classroom conditions for learning to take place.

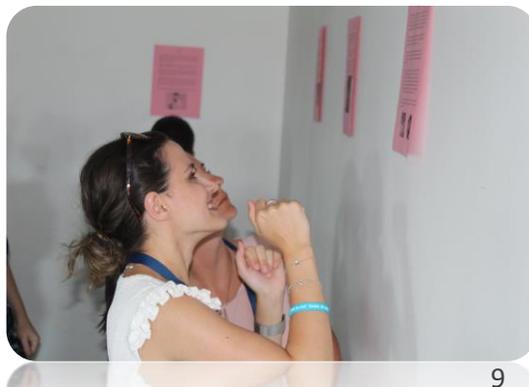


Our colleague and friend from Serbia Marija Lukač had an opportunity to work with educators and learners in Tanzania and give us a glimpse of what their challenges and solutions are. Her talk was entitled *It's the 21st Century in Tanzania, too*.

Our lovely colleagues Milka Cerović and Dragana Radoman talked about European Day of Languages and the importance of joining the celebration of EDL. The mission of European Centre for Modern Languages of the Council of Europe is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. ELTAM acts as the National Relay for the European Day of Languages.

Our dear colleague Livija Pribanić from Croatia talked about critical thinking and practical tips on how to teach it in the EFL classroom, how to understand critical thinking from different perspectives and become aware of the differences between facts and opinions.

As we are facing an increasing number of dyslexic children, our colleague Sylvie Doláková from Czech Republic tried to define some of the problems dyslexic children have to face and what are some of the useful activities suitable for the children 5-15 to master.



During the first day of the conference we had the great pleasure of learning more about the Peace Corps, which will establish its presence for the first time in Montenegro in January 2020. Director of Programming and Training for Peace Corps Albania and Montenegro, Kyle Olsen, and English Education Program manager, Agim Dyrmishi, talked about the Peace Corps and the first group of volunteers who will come for a two-year service starting January 2020. The Peace Corps is an independent U.S. Government agency, founded by President John F. Kennedy in 1961. The Peace Corps Mission is to promote world peace and friendship and the Government of Montenegro invited the Peace Corps to establish a program in Montenegro in August 2018. Peace Corps has three goals in Montenegro: to help Montenegro meet its need for trained men and women, to promote a better understanding of Americans and to help Americans develop a deeper appreciation and understanding of Montenegro and Montenegrin culture.

The new cohort of Peace Corps Volunteers will arrive in Montenegro in early 2020 and serve as English education volunteers in schools where they will co-teach with Montenegrin English teachers. The Volunteers will also work with their teacher counterparts to engage young people in after-school clubs, educational camps, and sports initiatives. Volunteers may also engage in secondary projects including economic development initiatives and environmental projects, and more. Through their Peace Corps experience, volunteers gain a unique cultural understanding and a life-long commitment to service that positions them to succeed in today's global economy. Since President John F. Kennedy established the Peace Corps in 1961, more than 235,000 Americans of all ages have served in 141 countries worldwide. Montenegro will represent the agency's 142nd country of service and will be considered an extension of the existing Peace Corps post in Albania.

Regardless of our age, we all like surprises and gifts, so after the sessions ended we had a raffle where the lucky ones (the majority) got presents from our dear sponsors.

In order to spice it up (that is our duty as teachers), we organized a Quest Night which was a fun game intended to include all the teachers so they could get to know our lovely Nikšić.

The second day was as amazing as the first and was marked by myriad demo classes, interesting sessions, talks and workshops.

Our dear colleagues Bridgette Massaro and Jill McDonald from the States had a class on *Powerful Phonemic Awareness and Phonics Techniques for Supporting EFL Learners*. They explained what phonemic awareness and phonics are and why they are key in English language acquisition. They also demonstrated five powerful techniques and best practices for EFL teachers to use with their students to facilitate their reading, spelling, and pronunciation learning.

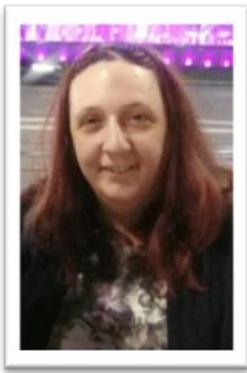
An amazing Andre Hedlund from Brazil talked about *Understanding the Brain and its Potential to Revolutionize Education*. He discussed how debunking neuromyths and promoting neuro facts might be one of the most important revolutions in education in the coming years and how this reinforces the four Cs of the 21-century skills by adding the fifth C of choice. By knowing some of the principles of how our brains actually process information, we can maximize our practice outcomes and contribute to ELT.

As the fact the world is becoming a global village is to our benefit as English teachers, our colleague Dragana Videnov from Serbia shared her experience in doing international projects with her students which connect her classroom with the whole of Europe. Furthermore, she introduced several web tools for creating online flashcards, comics, books, and games to learn and review different content as motivated students make learning more interesting, knowledge more functional and improve digital competencies.

To conclude our second day Dr. Zuzana Tomaš of Eastern Michigan University had a final plenary session. Dr. Tomaš talked about big and small ideas for working toward an empowered EFL classroom. This plenary talked about what it means to empower learners and educators in the context of day-to-day EFL pedagogy. Attendees were guided to reflect on their own teaching and challenged to implement at least one macro- and micro-level empowering practice outlined by emancipatory pedagogy.

Organizing the first international conference was a challenge, but ELTAM once again proved that with hard-work and collaboration, you can achieve excellent results. We are looking forward to welcoming you all next year and we promise tons of creative ideas, activities and innovative teaching methods; fun and networking are guaranteed.





**Milena Danilović**  
Elementary school  
"Radoje Čizmović", Nikšić

## *An Inspiring Event Where „No Teacher is an Island“*

With the first breeze of spring, a wonderful proposal from my dear friend and colleague came. The idea of attending ELTA's conference in Belgrade for the first time sparked enthusiasm in my mind while the possibility of holding a workshop at the same time sounded challenging. However, encouraged by my colleague Milka Cerovic, I decided to participate both by attending the workshops and presenting. We prepared some interesting activities based on our own teaching practice, and soon afterwards, we were on our way to Belgrade together with other colleagues as representatives of ELTAM: Dragana Radoman, Marija Bojić, Natalija Savićević-Mrvaljević, Vojo Mrvaljević, Tanja Djonlaga i Gordana Milić.

The day we arrived was perfect for wandering along the streets of this beautiful city. We enjoyed exploring different places and time went by so quickly.

The next morning our wonderful hosts from ELTA Serbia gave us a warm welcome and introduced us to everything that would follow. With the program for the conference in our hands and our minds wide open, we started our educational adventure filled with energy.

From the very beginning of the conference, we were sure that it would be very useful and inspiring.

After the welcoming words of Ms. Olja Milosevic, ELTA's president, as well as of the representatives of the Ministry of Education, British Embassy and American Embassy, we had a great opportunity to listen to a brilliant plenary speaker, Dr. Beverly Ann Chin. She spoke about her own teaching experience and emphasized on the importance of connecting with other teachers and sharing ideas from their practice.

This was followed by one more plenary speech, by Mr. Mike Shreeve, who talked about some interesting activities with numbers, describing different ways of using them. I must admit that this topic was something completely new to me, and it made me think about two possibilities of using those activities in my classroom.



With these inspiring ideas in mind, we headed to the workshops.

With so many different topics discussed, I'd like to share about the workshops that inspired me the most. The first one I'd like to mention was about graffiti and the ways of using them with students. It was held by Ms. Jen MacArthur, which was already a strong reason as to why I was interested in that workshop, since I've attended her workshops before and always leave them with brilliant new ideas. As always, Jen did not disappoint. By showing us the activities she used with graffiti, she presented a new approach to this issue, explaining how something which is usually considered as vandalism can be used to develop students' imagination and their language skills.

Another workshop that drew my attention was one presented by Ms. Alexandra Valtzidou from Greece, focusing on the topic of Superheroes, which I've always found interesting and motivating for students, especially those at a very young age. Ms. Alexandra presented a project she made related to this topic, and I was positively surprised when she told us that her students, who couldn't speak English at all at the beginning of this project, spoke in fluent English by the end of it. The choice of topic, as well as the structure of the project itself was crucial for its success. Her students invented their own superheroes, designed them, presented them, and acted them out. Working in a relaxed atmosphere resulted in great improvement.

Finally, another workshop that, not only inspired me as a teacher but also as a human being, was the one held by Ms. Ana Zivkovic from Serbia, titled Developing Empathy through ICT in ELT.

Ms. Zivkovic presented on different applications through which we can connect with teachers all around the world and share or do community service projects together. She mentioned Nearpod, Empatico, Flipgrid and Skyp-a-Thon, letting us know about the various different options like sharing videos, partnering with schools from all around the world, downloading detailed lesson plans, etc. While listening to Ms. Zivkovic talk about the projects she did with her students, a bunch of ideas on how to do something similar in my classroom came to my mind.

In addition to the ones mentioned, there were so many other workshops that were useful and motivating. Numerous international educators shared their knowledge with us both through workshops and plenary sessions. Some speakers included Alan Maley, Linda Steyne, Alistair Starling, Matthew Fitzjohn, and many others.

Presenting our own workshop was also a great experience. The participants left with wonderful impressions and we both felt satisfied for managing to share all the useful things we discovered through our teaching practice.

However, besides developing our teaching skills and broadening our knowledge, we also had a lot of fun throughout the conference. An event that really stayed in my mind and heart was a reception held at our dear friend Jen MacArthur's home, where we had a chance to meet new people, chat, have fun, and taste some delicious treats that our guests had made. Ms. Jen organized the reception as a farewell gathering, since her official stay in the Balkan region as a RELO was coming to an end. We felt sad about saying goodbye to her but were still thankful for being able to meet her and learn from her.

The morning after saying goodbye to Jen, we also said goodbye to Belgrade, congratulating our colleagues from ELTA Serbia for a wonderful conference and expressing hope to see each other soon.

Our ELTA adventure was over, but the suitcase of ideas we brought back home reminded us that our teaching adventure is far from finished.





**Tanja Đonlaga**  
Elementary school  
“Olga Golović”, Nikšić



**Natalija Savićević Mrvaljević**  
Elementary school “Bogdan  
Kotlica”, Šavnik

## *Reflect, Reshape, Refresh* *The Report from the 5th International TETA Conference in Tuzla*

The 5th International TETA Conference—*Reflect, Reshape, Refresh*—was held on the 14th and 15th of June 2019 at the Faculty of Humanities and Social Sciences in Tuzla, Bosnia and Herzegovina. Presenters from Ex-Yugoslav Republics (Slovenia, Bosnia and Herzegovina, Serbia, North Macedonia and Montenegro), the Czech Republic and the USA had the opportunity to share ideas and experiences at the conference.

The representatives of the English Language Teachers’ Association of Montenegro ELTAM offered two workshops. Vojo Mrvaljević and Gordana Milić delivered a presentation called *Writing Practice in the Classroom*, and the workshop held by Natalija Savićević Mrvaljević and Tanja Đonlaga was called *Zero Prep Activities in the ELT Classroom*. Both workshops stirred up a great interest, bringing in a large number of attendants.

The participants were able to expand their knowledge at the plenary sessions: *Stretching Out of Our Comfort Zones*, *Ways with Words: Beyond Vocabulary and in Search of Curiosity*, *Resources and Opportunities for Teachers* from the U.S. Embassy Sarajevo and RELO Belgrade. A real refreshing and extraordinary plenary session *Can Traditional Music Be Socially Progressive* was delivered by Damir Imamović, who is a traditional music educator, author and *sevdah* master from Sarajevo.



Apart from plenary sessions, there were twenty workshops covering various topics: *Writing Practice in the Classroom*, *Graphic Novels in the EFL Classroom*, *Story-Based CLIL with Very Young Learners*, *Critical Thinking and ESP*, *Gaining Reading Literacy in Extracurricular Activity – Book Club*, *English with Dyslexic Children*,





*Effective Strategies for Integrating PBL and STEAM in the Classroom, Working with Words: Doing More with Vocabulary, Adding Spice to the Business English Classroom, Digital Starter Kit for Teachers, The Fine Line between Online and Offline, Pronunciation Basket, and more.*

At the end of the first day, the participants of the conference enjoyed dinner at *Kuća Plamena Mira*, where the famous local orchestra, *Balsika*, composed of young musicians, mainly guitarists, performed traditional Balkan and Alsatian songs in different languages and offered an unforgettable experience. After the concert and conference dinner, there was a raffle contest where some lucky teachers won prizes such as dictionaries, brochures, manuals, books and other pedagogical teaching tools.

During the closing ceremony, the organization *Sharing One Language* (SOL) donated two teacher-training courses in Sremski Karlovci. Finally, all of the language teachers' associations, TETA cooperates with, were given a certificate of appreciation.

The atmosphere throughout the whole event was friendly, relaxing and extremely productive. Educators from different countries were able to expand their knowledge regarding ELT, improve and refresh their professional competences, share examples of good teaching practice and, eventually, reflect on their teaching experience and how to reshape it.





**Marija Bojić**  
Elementary school  
“Oktoih”, Podgorica

## “Get Real! Bringing 21<sup>st</sup> Century Literacies to Life”

The teacher training for English as a Foreign Language educators from the Baltics, the Balkans and Central Europe was held in January 2019 in Budva. This training was an initiative of the Regional English Language Office (RELO) in Belgrade, the United States Embassy in Podgorica with the United States Department of State, the Bureau of Educational and Cultural Affairs, and the Office of English Language Programs. It was implemented by the English Language Teachers’ Association of Montenegro ELTAM.



English language specialist Colin Vandergraaf welcomed the participants and presented the team of teachers who worked with them during this four-day training. They included English language specialist Jean Linehan, Fulbright English teacher in Montenegro Madeleine Lewis and Fulbright scholar in Bulgaria Tim VanSlyke.

The training gathered 67 English language professionals from 17 different countries. Participants were from Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Romania, Bulgaria, Albania, Kosovo, Macedonia, Croatia, Bosnia and Herzegovina, Serbia and Montenegro. They were nominated by their respective U.S. Embassies throughout the region. This was a great opportunity for all of them to share, practise and discuss different learning techniques.



Through workshops, participants expanded their knowledge about media literacy and how to implement topics, which include critical thinking, in the classroom. They tried different games which can improve students’ speaking skills. The special focus was on the game set “Activate”, which contains a set of various board games.

One of the main topics was also *Project Based Learning in the Classroom* as an activity, which can include all students – low and high proficiency ones – if we carefully share the assignments in the group; then, they can all contribute.

The essential advice is to pay attention to Bloom taxonomy when we plan the activities for students. We as teachers need to be careful and to think and implement diverse exercises in the classroom to keep our students motivated.

Nevertheless, this training was not only about workshops and teaching; participants had the chance to enjoy a pleasant half-day trip to Kotor. First, they heard about its history and the significance of this extraordinary old town for our country, and then they had a task to complete. They were divided into groups, and the task was that participants needed to take an interesting and funny group selfie and to find out how English language is used in Kotor (e.g. signs). The third night was an International Night, where the participants presented their countries through music, specific food and sweets, as well as souvenirs. We all enjoyed when the Folklore group from Budva danced our national dances. It was the perfect presentation of Montenegrin history through movement.



In conclusion, I have to say that this way of gathering teachers empowers them and makes them more efficient and productive. Sharing ideas and learning from others is the best way of improving our teaching skills, and, when you have a group of teachers as big as it was at this event, the result is more than satisfying.

New friends, new opportunities, new knowledge... bring it on! We are ready! Are you? 😊





**Natalija Savićević Mrvaljević**  
Elementary school  
"Bogdan Kotlica", Šavnik



**Gordana Milić**  
Elementary school  
"Dušan Đukanović", Lukovo

## *10th Tuzla English Language Teaching Seminar TELTS 2019*

The Montenegrin ELTAM members Gordana Milić and Natalija Savićević Mrvaljević had an opportunity to attend the 10th Tuzla English Language Teaching Seminar - TELTS 2019 from June 25th to 27th in Behram-begova Medresa in Tuzla. TELTS is one of a kind in this region and has been a well-known and respectable educational program for ten years. This three-day seminar offered numerous useful and practical classroom techniques and presented contemporary topics such as Critical Thinking and Problem Solving, Culture Exploration and Teaching, Media Literacy Skills, Academic Research Skills and Integrity, 21st Century Literacies and other skills that are indispensable for civil debate and democratic participation.

Teachers from eight different countries were provided with innovative and creative teaching and learning tools. The key aspect of the seminar was to shed a new light on Bloom's Taxonomy and the development of students' cognitive abilities. Participants were divided into 4 groups and each teacher had a total of 15 hours of intensive professional methodology training and plenary sessions. It was a great opportunity to share ideas and experiences with colleagues from the region and abroad.



The United States Embassy in Sarajevo and the Regional English Language Office (RELO) in Belgrade provided five experienced American teacher trainers for the seminar, in addition to two teachers from Bosnia and Herzegovina. We are all aware that English is the lingua franca of the 21st century. This fact was introduced by Jen MacArthur at the first plenary session.

Participants also really enjoyed Aileen Hale's workshops, which dealt with interactive learning techniques for actively teaching through the integration of music, storytelling and jazz chants. We were honored to learn from a polyglot who has a PhD at USF in International Education with 25 years of experience teaching and training teachers in ESL/EFL. Music and jazz chants are invaluable sources for ELT.

In a series of workshops held by Keith Kennetz, we re-examined linguistic principles that we had already learnt and put them to use to foster critical thinking skills in the classroom in order to make our students more culturally and linguistically aware of the world around them. One of the sessions had participants create language autobiographies and visual narratives for the purpose of having them practice presenting their linguistic and cultural background more and to bond with one another.

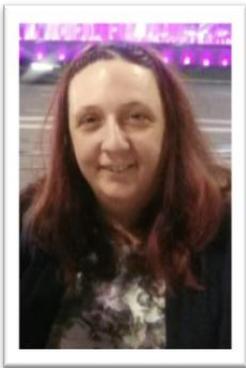


Cultural awareness is extremely important in language acquisition, since a teacher not only teaches students the language, but also the culture. Colin Vandergraaf presented pragmatic approaches to make the teaching of culture and critical thinking concrete.

Assessing students is one of the most challenging parts of the teacher's work, especially when assessing writing. Barry Simpson (ELF), of the English Language Faculty at the University of Bihac, had an interesting workshop that dealt with assessing critical thinking through paragraph writing.

Two teachers from Bosnia, Dr. Larisa Kasumagić-Kafedžić and Sabina Skenderović, MA, held a workshop that focused on the use of storytelling from the perspective of Bloom's Taxonomy. This workshop also included activities promoting art along with storytelling in ELT.

This great event could not have been possible without the devoted, hardworking and warm-hearted Amila Hasanspahić, English teacher in Medresa and TELTS 2019 Director, as well as other members of organizing committee.



**Milena Danilović**  
**Elementary school**  
**“Radoje Čizmović”, Nikšić**  
**Hippo competition coordinator**

## *Hippo Olympiad - A Sparkle that Makes a Difference*

“An individual can make a difference...  
A team can make a miracle.”

These words of an American football coach are exactly the idea which sparkles under the surface of the Hippo competition, an international competition in English language held all around the world.

As a coordinator of this competition, I would like to share my experience of six years of organizing it in my school, Radoje Cizmovic, in Niksic.

I found out about the competition in 2013 when I registered two of my students with a desire to make a difference in their everyday life; a difference which would inspire them to grow further. That year, we went to another competition center in Montenegro because I hadn't been aware that we could apply to organize the competition in our school.

The next year, after exploring all the possibilities and arranging it with the school administration, I decided to start having the competition in Niksic.

With a hard-working and enthusiastic team of teachers, the first Hippo competition in Niksic made a real difference. Although there were only thirty students back then, their impressions were so great that they shared their experience at the Hippo competition in their schools with such excitement. As a result, we had one hundred students from several schools in Niksic the following year. The years that followed brought more and more interested students and teachers so that there were three hundred and fifty participants from fifteen primary and secondary schools in Niksic and Podgorica last year.

What exactly is the Hippo competition and why is it important?

Hippo “English Without Borders” is an international Olympiad established and organized by the Global Hippo Association, whose headquarters are in Venice, Italy. This association is a non-profit organization founded in 2013 with the purpose of promoting the importance of having English language knowledge and bringing together children from different countries.

The Olympiad encourages the development of a shared sense of identity and integration and serves as a role model for young people living together as one community.



The first Hippo competition was organized by the Global Hippo Association in 2013, with 5,000 participants from 6 countries and 43 finalists. In 2019, there were 35,000 participants from 40 countries and 150 finalists.

How is the competition organized?

There are three rounds of the competition: preliminary, semi-final and final. The preliminary and semi-final rounds are organized in different centers around the world, with our school being one of them. The first ten percent of students from the preliminary round in each of the categories qualify for the semi-finals, while only one student per category can enter the final round. The final round is held in Lida Di Jesolo, Italy.

The competition is divided into different zones. Each country has at least 150 participants per category and the preliminary round acquires the right to its own zone. This is important because having a separate zone ensures that one student from that zone will enter the final round. For this reason, we have put great effort during the previous years to inspire more students to participate, which resulted in Montenegro having its own zone for some of the categories last year.

One more fact that makes the Hippo competition popular among students and teachers is that there are 8 categories related to the age of the participants: Little Hippo, Hippo 1, 2, 3, 4 and 5, as well as two special categories for English-speaking students. It is important to note that there hadn't been any competitions in English language for younger students in Montenegro until recently.

It is expected that this competition will draw the attention of both students and teachers.



All the things mentioned are not the only reasons for the Hippo competition being interesting and popular. The exam itself is different from the exams our students in Montenegro are used to. It is an international type of exam, supported by Pearson and Longman, and it gives students the opportunity to assess all their language skills in a meaningful context. Pages full of colorful pictures make students more relaxed, and the questions are focused and clear.

The exams consist of reading, listening and writing tests, depending on the round of the competitions and the age of participants. In the final round, students also have a speaking assessment.

For all the mentioned reasons, I would like to invite all teachers to share the information about the Hippo competition in their schools and local communities so that we can bring more students together, giving them the opportunity not only to assess their language skills, but more importantly, to connect with their peers all around the globe.

The information about the application process for the competition and all other details can be found on their official website.

To conclude, dear colleagues, share and get involved. Let us make a miracle as a team!



**Marija Bojić**  
Elementary school  
“Oktoih”, Podgorica



**Dragana Radoman**  
Elementary school  
“Milija Nikčević”, Nikšić

## *The Prevention of Radicalisation of the Youth in the Western Balkans*

Nansen Dialogue Centre Serbia is a non-profit, non-governmental organisation founded locally in Belgrade in late 1999. Its mission is to work on improving inter-ethnic relations by implementing educational trainings on dialogue, peaceful conflict resolution and mediation. The work of NDC is based on democratic principles, human rights and peaceful conflict resolution in the future.

Fulfilling its mission, NDC Serbia organised the training “The Prevention of Radicalisation of the Youth in the Western Balkans” from October 19th to 20th, 2019 in Belgrade. This was the fourth training in a row covering this topic. The previous ones were “Regional Training on Education for Peace and Prevention of Violent Extremism” (July 2018), “The Prevention of Violence Through All Aspects of Education and the Prevention of Violent Radicalism” (November 2018) and “The Prevention of Radicalisation and Violent Extremism” (July 2019).

The participants of this last training were peace educators, teachers and educational advisers from Serbia, Bosnia and Herzegovina, Croatia and Montenegro.

Facilitators of the training seminar included Biljana Lajovic - school psychology specialist, Tatjana Popovic - trainer, NDC Serbia, Branislava Bukvic - trainer, Jan Čajak - primary school and Ivona Živković - sociologist.



Throughout this two-day training, various but connected topics were covered - Radicalisation and Violent Extremism; Personal and Group Identity; Characteristics of the Age of Adolescence-Susceptibility to Radicalisation; Positive and Negative Influences on the Development and Behaviour of the Youth, Roles and Responsibilities of Different Segments of Society; Creating Mechanisms for the Prevention of Radicalisation of the Youth in Schools and Local Communities.

It is really important for us as teachers and youth workers to pay attention on the behaviour of our students. Children, especially, when they get into their first phase of adolescence, also called the early phase (age range: 12 to 15), are liable to be influenced by different things. The adolescence is a period of transition for them. It is characterized by changes which lead them into the world of adults. They oppose every authority, they experiment and they feel confused. At that age, children ask themselves a lot of questions like – *Who am I? What do I want? What would I like to do in the future? What is important to me? Who is important to me? Where do I fit in?* So, at that point in their lives, adolescents wearing unique choices of clothing, hair styles and status symbols (like phones), being rebellious towards authorities and being intolerant toward their peers are actually just showing their need to find their own spot under the sun. Somewhere around that age the process of psychological separation from the parents and the achievement of autonomy begins.

Help them develop critical thinking skills so they can know how to make the proper decision and involve them in community work and volunteerism so they can learn to appreciate what they have and what they can achieve. At the same time, do not pressure them, and let them find their own way to deal with issues in life but knowing that you (parents, teachers, youth workers) are there to help them if they need you.

This topic is definitely worth exploring and keeping in mind if we want to be ready to understand and support young people who are at this crossroads in their lives.



That is why it is vital to listen carefully and to show a real interest for their problems and dilemmas without any judgement. Sincere support and letting them know we are here for them even when they make bad choices or decisions is crucial.



**Silvija Marniković**  
Elementary school “Marko Nukulović” Ulcinj

## *Summer English Institute 2018 - 2020*

The Summer English Institute started in 2018 as a result of cooperation between the Eastern Michigan University (EMU), a large public university in southeastern Michigan, USA, and elementary school Marko Nukulović in Ulcinj, Montenegro. Initiators and directors of this project are Dr. Zuzana Tomas, Associate Professor at TESOL Program, College of Arts and Sciences, EMU, and Silvija Marniković, ELTAM Board member who earned her MA in TESOL from EMU, otherwise English teacher at Marko Nukulović school. This project, part of the EMU Study Abroad Montenegro Program, enhances a two-week intensive English language learning program for public school children in Ulcinj aged 6-15, and is held at elementary school “Marko Nukulović”.

Following the successful implementation of the program in the first year, in 2019 the program extended its impact thanks to the successful cooperation with the English Language Teachers’ Association of Montenegro ELTAM. The collaboration with ELTAM resulted in the U.S. teachers attending and presenting at the first ELTAM International Conference, but also in assisting and teaching at the English Access Microscholarship Program Summer Camp at Ivanova Korita.

During the previous two editions of the program, in 2018 and 2019, in total 28 pre- and in-service ESL teachers from the U.S. participated in the program. The U.S. teachers from EMU taught a two-week Summer English Language Institute for children as part of their university preparation as teachers of English to speakers of other languages. These EMU students are primarily K-12 Michigan teachers who are in the process of earning a credential in TESOL (Teaching English to Speakers of Other Languages).



Because many Montenegrin students repeated the program, the total number of English learners served across the past two editions of the program was 140. Most participants were K-9 learners. Seventeen adults, most of whom were parents of the children enrolled, also took part in the two-week intensive English language learning program.

The students had a unique chance to be taught by experienced ELL/ESL teachers, native speakers, developing their English through Project Based Learning (PBL) activities. This learning concept had a positive impact not only on their English proficiency, but also on their higher order thinking skills, which required more cognitive processing. They also learned about the U.S. culture as well and improved their public performance skills by preparing to participate in the final closing ceremonies. For the first time, these learners used English as a medium of instruction and communication rather than the object of study. In order to provide opportunities for older students to get involved into the program and empower them to show and develop their leadership potential, five local high school students, who were students in the Institute the year before, acted as the U.S. teacher assistants, and attended the professional development sessions with the Montenegrin and the U.S. teachers.

Montenegrin EFL teachers were informed and invited by ELTAM to actively participate in the program, whether as attendees of professional development sessions offered as part of the 3 Teacher Forums held at three elementary schools in Ulcinj, or by supporting the classroom instruction as U.S. teachers' assistants. They were also invited to observe classes and participate in the after-school meetings where they were able to provide valuable feedback, discuss with the U.S. teachers their impressions, share their own teaching experiences, and thus act as representatives of the Montenegrin teaching community by sharing with the U.S. teachers ongoing education reforms, trends, and frameworks in Montenegro's national education system. Twelve Montenegrin EFL teachers participated in the program, while three of them got involved in the program more intensively, by co-teaching with the U.S. teachers and assisting in organizing the Teacher Forums and the Celebration of Learning programs.



Finally, this collaboration assured that the service offered to the Ulcinj community, such as a free summer English language classes for local residents, a unique cultural experience, and professional development workshops for EFL teachers, was something the community saw as valuable. The Marko Nculović school principal and other school staff also actively supported and engaged throughout the two weeks of program.

Watching the Montenegrin students and their U.S. teachers parting in tears, I realized how much we can all learn from each other and help each of us soar higher once we see diversity as a strength, decide to embrace opportunities, share and extend them using our creative energy and good will.

This program may have begun as an experiment in international collaboration between one university and one school, but it resulted in a much more impactful partnership. All involved in it are very excited about this amazing learning and professional development opportunity for all its participants: the U.S. ESL and the local EFL teachers, but also for English learners in Montenegro. This initiative also aims at fostering good relationships between U.S. citizens and Montenegrins, by increasing cultural appreciation and democratic values of its participants, establishing and strengthening friendly bonds between American and Montenegrin people. In order to provide the U.S. teachers with the cultural background of the community their students come from/belong to, program leaders organized sightseeing visits for the U.S. teachers to the Montenegrin towns and cultural sites.



After the successful two editions of the program, we are looking forward to offering the Summer English Institute in Ulcinj again in 2020, and continuing cooperation with the U.S. ESL teachers at the Access Summer Camp. Articles about this program have been published in the EMU Today online newsletter, as well as in some Montenegrin newspapers. A research article exploring the program's impact and success will be published soon in the electronic journal TESL-EJ, an internationally-recognized reliable source of research and information in English as a Second or Foreign Language.



**Nerma Dobričanin, Almira Murić,  
Armina Korać, Denisa Dacić and Edita  
Šahman**  
Access Rožaje teachers

## *Access journey in Rožaje*

Access Program is a two-year, intensive, after-school English-language learning program for talented students sponsored by the U.S. Department of State through the U.S. Embassy Podgorica and implemented by the English Language Teachers' Association of Montenegro ELTAM.

Twenty-one 15-18 year-old students from Rožaje who met the program criteria participated in the program since October 2017 to September 2019.

Throughout this period the students completed 360 hours of interactive English language learning activities with the aim of improving their communication skills and developing their leadership potentials. The students also gained an appreciation for U.S. culture and democratic values and strengthened their ability to compete for and participate in future U.S. exchange and study programs.

The activities were numerous and varied. Students had the opportunity to complete 232 hours of full-time teaching, 48 hours of intensive winter sessions, and 2 summer camps of 80 hours on Ivanova korita.

During the camps, they improved their skills with teachers from the United States, Fulbright scholars, and Access teachers from Niksic and Podgorica. In the regular classes, different topics were covered, with an emphasis on learning the true values of life: equal rights, respect for diversity, tolerance, empathy, trust, commitment, teamwork, unity, creative thinking, and all for the purpose of empowering students to be both creators of their present and artists who will shape and perfect the future.



Out of so many activities, 47 highlights stood out. These were activities that specifically marked the program, including 28 where we had local community associates or native speakers as guests, which gave students a special opportunity to learn English. Particular attention was also paid to improving students' computer and IT skills.



Eight volunteer activities were carried out in cooperation with the local community, among which included the landscaping of the Secondary Vocational School, preparing suitable gifts for children with disabilities in the Rozaje Day Care Center, and visiting primary schools “Mustafa Pećanin“ and “Donja Lovnica“, as well as spreading the knowledge about the importance of oral hygiene and health among elementary and high school students.

It has been a special privilege to work with dedicated, talented students and to witness their success and progress. During the Closure Ceremony, Access students shared their thoughts and feelings about the closure of this amazing chapter of their lives with the Access Program.



These are some quotes taken from some of their speeches at the Closure Ceremony relating to the friendship bonds that were launched at the start of Access Program, as well as the Hymn they wrote about the Access Program that shows their impressions about this amazing program:

*“We will always remember Almina’s amazing poetry, Amera who hugs everyone, Emil’s passion for cell phones, the separation of Belma and Enisa, Zijo’s phrase ‘Happy wife, happy life’ and Nusko’s ‘Say My Name’. Dzejlan will always be our Prince Charming.*

*We will remember the loud laughter of Bada and Dalila during presentations, Mejra’s and Emma’s jokes that made our day, and Naja, who repeats: ‘This isn’t good, we can do this much better’, Elma was always ready to help, Zlata’s game stories were an inevitable part of our lessons and Nejla, she will always be late. We will not forget Maja, Zada and Arbenita who were whispering in the left corner of the classroom. Amina D, we sincerely hope we will share happiness with you when you finally get your driving licence. There is one more Amina, Amina R, without whom Access crew wouldn’t be complete. Amina R, we miss you so much. Hope you’ll fulfill your dreams in the USA.”*

*“Today is the day to be thankful and inspired. Hopefully, we managed to deliver that message trying to be true to our values and committing ourselves to important goals. So, when we leave here today, let’s celebrate what we have accomplished, but look forward with an eye toward how we, too, can be inspiration for others. And what better way could there be than by being devoted to our community and trying to improve it.”*

Students agreed that they wished Access Program lasted longer and expressed their gratitude for numerous hours full of knowledge, for improving their communication and critical thinking skills, and for developing their leadership potentials.



Access is a program that not only had an impact on students, but also on teachers and the local community. This program inspired both teachers and students to give their best and appreciate the power of knowledge. We all made promises to continue learning and working on ourselves, to be even better in the future and to cherish this incredible experience forever.

The U.S. Government-Supported Access English Language Program was successfully completed in Rozaje. U.S. Ambassador to Montenegro, Judy Rising Reinke, together with the English Language Teachers' Association of Montenegro ELTAM and representatives of the Municipality of Rozaje, officially closed a two-year Access Program in Rozaje on September 10, 2019. Family and friends came to support the event as well.

### **ACCESS HYMN**

On D day  
We are here on this stage  
To turn the new page  
Of this book  
That we have written  
And filled with memories  
Full of precious little stories  
And got rid of worries.

**Access is like a dream,  
We all learned how to work as a team.  
We are here to make success,  
Be creative and impress.**

Our friendship is the biggest prize  
As we have had the best times  
In our bond the secret lies  
The bond that never unties  
Our goal was progress  
We didnt accept less  
Two years of Access  
Oh what a bless





**Dragana Radoman**  
**Elementary school**  
**“Milija Nikčević”, Nikšić**

## *Languages at the heart of learning: 25 years of inspiring innovation*

On 5-6 December 2019 the European Centre for Modern Languages of the Council of Europe organized a conference to celebrate its 25th anniversary (as well as the Council of Europe’s 70th anniversary) and reflect on the important contribution made by the Centre to the field of language education.

The results of the ECML’s current programme - *Languages at the heart of learning* were presented at the conference. The next programme 2020-23 - *Inspiring innovation in language education: changing contexts, evolving competences* is launched as well. The conference combined plenary sessions more focused on key political challenges related to language education, with break-out sessions where particular aspects of language education were examined in greater detail, including the range of tools and capacity-building activities organized by the Centre to help bridge the gap between policy and practical implementation.

The ECML invited conference participants to comment on its draft anniversary declaration [“QUALITY LANGUAGE EDUCATION FOR A DEMOCRATIC AND SOCIALLY COHESIVE EUROPE: NINE ECML CORNERSTONES”](#).

This declaration aims to raise awareness of the political importance of language education and the need for sustained and strengthened support for its professionalization across Europe.

**Ms Nataša Perić**, senior advisor at the Department for international cooperation and public relations of the Bureau for Education Services, national contact point and national nominating authority in European Center for Modern Languages and **Ms Dragana Radoman**, president of English Language Teachers’ Association of Montenegro ELTAM, participated at the conference.

Future possible cooperation with ECML was discussed and we are looking forward to the next steps.





**Donjetë Latifaj**  
English Language Teacher  
Kadri Zeka University, Kosovo

## *Enhancing Students' Creative Writing Skills*

As students expand their vocabulary in a second language, they are also required to improve and master their writing skills at the same time. In almost every classroom, there are reluctant students who cause teachers difficulties in accomplishing their objectives of a pre-arranged lesson plan. That is why a teacher must incorporate creative writing as part of his/her lesson plans, so that each student can develop good writing composition skills, as well as being able to share their individual ideas effectively and efficiently on paper.

Firstly, it should be said that there are many invaluable opportunities to learn a new language in this century. As the world is becoming a smaller place due to technologies such as email, the Internet, Skype, Facebook, Twitter, etc., these same technologies are making educational materials, including foreign language training, available to students inside and outside the classroom.

The educators' goals can be refocused and aimed at enhancing the students' creative writing skills through the incorporation of contemporary resources with the traditional approaches like writing down interesting ideas on paper or following the classical essay-writing templates.

In addition to exploring more contemporary approaches in enhancing the creative writing skills of the student, there are many other ways to make creative writing challenging. For instance, poetry is a fun and engaging way to motivate students to learn. Poetry can be incorporated in ice breakers or in any part of the lesson.



Poetry or songs encourage students to practice rhyming, which might result in students no longer just having a blank page in front of them (which can be intimidating, especially to the timid students) but have a whole set of rules to organize their writing. Hence, the list of source ideas is endless.

A teacher might use various supplementary materials to enhance their writing, such as using pictures or any visuals, newspaper articles, playing music, taking students to the park, or by just giving them any prompt that deals with their experiences so that they can freely express themselves. Shown below are some examples that have worked well in my classes and that any teacher can adapt to any lesson plan.

You will be surprised by the stories your students come up with as soon as you give them a word limit and a time limit to submit the papers. Using these cards might help you review grammar or vocabulary that you have explained in your previous lessons.

Sometimes, teachers struggle to find and possess all the materials that might help to spice up their students' writing.

However, I believe each of us have a deck of 52 cards in our home. Bring them to your class, split them among the students, label them as in the following picture, and ask students to come up with a story.

and they allow the teacher and peers to collaborate and share materials for any given assignment with any prompt. Overall, it can make learning more engaging and interactive.

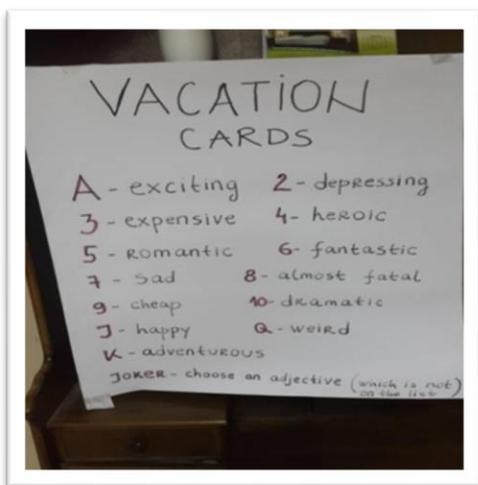
In addition to this, it is very important for a teacher to have particular objectives for students to accomplish and be able to retain new information rather than result in sounding frivolous or wasting time.

Writing creatively helps inform students about their background and provides them with a good image of who they are and what they are capable of doing. With incorporated creative writing, there can be chances for the students to both express themselves and unearth who they are. "It is in creative writing courses where students unearth who they are. It is in creative writing courses where students look new at the world around them, aware of the sacred little details that eluded them before. It is in creative writing courses where a student is forced to question and to seek" (Sheafer,2013).

To sum up, there are many possibilities for the teachers to enhance creative writing in their English language classrooms. Students do not need a separate course in creative writing because it is possible to be incorporated while teaching a foreign language class. This approach is feasible if a teacher prepares a few lesson plans which would help students express their ideas in any particular topic.

#### References:

Sheaffer. A. (2013, October 1). *Why creative writing should be taught in public high schools*. Chicago Literati. Retrieved from: <http://www.chicagonow.com/>



Additionally, there are also many online platforms and applications which can be used for various topics,



**Milka Cerović**  
National Relay for Montenegro

## *Celebration of European Day of Languages 2019 in Montenegro*

The Teachers' Associations of Foreign Languages in Montenegro (English Language Teachers' Association of Montenegro ELTAM, German Language Teachers' Association of Montenegro, Italian Language Teachers' Association of Montenegro, Teachers' Association of Russian language and literature of Montenegro and French Language Teachers' Association of Montenegro) in cooperation with the Bureau for Education Services sent invitation letters to all pre-schools, primary and secondary schools in Montenegro and invited all teachers of foreign languages as well as teachers of Montenegrin-Serbian, Croatian and Bosnian language and literature to promote their activities and celebrations of European Day of Languages, September 26, 2019 on the website of European Center for Modern Languages of the Council of Europe.

27 different activities were published on the website of European Center for Modern Languages of the Council of Europe which is the highest number of participants since ELTAM is the coordinator of celebration on the national level. Using the information from the website and reports sent by pre-schools, primary and secondary schools, 1 pre-school, 34 primary, 8 secondary, 1 private school and English Access Microscholarship Program Niksic celebrated European Day of Languages this year.

The following institutions sent reports about celebrations:

1. Pre-school "Svetionik" Bar
2. Primary schools
  - "Radojica Perovic" Podgorica
  - "Branko Bozovic" Podgorica
  - "Vuk Karadzic" Podgorica
  - "Maksim Gorki" Podgorica
  - "Vladimir Nazor" Podgorica
  - "Oktoih" Podgorica
  - "Jagos Kontic" Niksic in cooperation with „Milija Nikcevic“, „Olga Golovic“ „Bogdan Kotlica“, "Braca Ribar" and "Ratko Zaric"
  - "Jovan Draganic" Niksic in cooperation with "Jovan Gnjatovic", "Pavle Kovacevic" and "Braca Bulajic"
  - "Ivan Vusovic" Niksic
  - "Radoje Cizmovic" in cooperation with "Luka Simonovic"
  - "Braca Ribar" Niksic
  - "Milija Nikcevic" Niksic
  - "Srbija" Bar
  - "Meksiko" Bar
  - "Bosko Strugar" Ulcinj
  - "Bedri Elezaga" Ulcinj
  - "Milan Vukovic" Herceg Novi
  - "Ivo Visin" Prcanj
  - "Kekec" Sutomore
  - "Radomir Mitrovic" Berane in cooperation with "Vuk Karadzic" and "Vukasin Radunovic"
  - "Bac" Rozaje

- “Mihailo Zugic” Pljevlja
- “Milovan Rakocevic” Mojkovac
- “Risto Ratkovic” Bijelo Polje

### 3. Secondary schools

- secondary school of economics „Mirko Vesovic“ Podgorica
- high school „Slobodan Skerovic“ Podgorica
- secondary vocational school “Sergije Stanic” Podgorica
- high school „Stojan Cerovic“ Niksic
- secondary vocational school Cetinje
- secondary school “17. septembar” Zabljak
- secondary art school “Petar Lubarda” Cetinje
- high school Cetinje
- Access Program Niksic

- peace symbols with messages written in different languages that are sent to students from foreign countries,
- quizzes,
- students’ exhibitions in school halls on different topics (Peace in the world, Human rights, Climate changes, Sustainable Development),
- video presentations prepared by students,
- eco-news,
- workshops with students on



### 4. Private schools

- “Waves” Budva



- language games
- “Language day-your say” during which students who travelled abroad discussed with their peers about the importance of culture and language learning
- stands with various sweets, souvenirs and materials such as dictionaries, magazines, books, etc.

Activities at schools were various and they included:

- school shows with recitations, dramatizations, skits, games, songs in different languages, words written in different languages (Montenegrin-Serbian, Croatian and Bosnian language, English, Russian, Italian, French, German, Spanish, Greek, Turkish),
- making glossary (made by students in elementary school “Risto Ratkovic” Bijelo Polje). The glossary contains words usually used and connected with the European Union,
- presentations and posters,





Detailed reports and photos can be found on Facebook page [https://www.facebook.com/European-Day-of-Languages-in-Montenegro-112566376788000/?modal=admin\\_todo\\_tour](https://www.facebook.com/European-Day-of-Languages-in-Montenegro-112566376788000/?modal=admin_todo_tour) as well as on web page of European Centre for Modern Language of Council of Europe <https://edl.ecml.at/Events/EventsDatabase/tabid/1772/PageID/1/Country/MONT/language/en-GB/Default.aspx>.



**In the name of Access Program team Nikšić  
Nikolina Bečanović  
Access Program teacher**

## *Access Nikšić won 2019 Volunteer Award*

Access Program students from Nikšić have participated in various volunteering activities during the ongoing year. While volunteering, students showed eagerness, great enthusiasm, and a strong wish to help those in need and to contribute to their local community and its well-being. Through numerous community service activities, our Access family has learned how important it is to offer some help in making a more hopeful, stable and peaceful world. They gained more self-confidence, compassion for others, and most importantly, created challenging and fulfilling experiences which they will turn into long-lasting memories. Students learned about the privilege of giving their time and about the beauties of small acts of kindness, appreciation, and usefulness.

As a result of their marvelous devotion and their constant work, Access Program Nikšić has been awarded a prestigious 2019 Volunteer Award for organizations and volunteers that contributed to the development and promotion of volunteerism in Nikšić, given by the non-governmental organization Alfa Center, with the support of the Active Citizens Fund. The award is intended for one volunteer or one organization who has been distinguished in volunteer work and activities; it highlights how there is an incredible value in being of service to others.

One of this year's first volunteer activities was organized on April 22<sup>nd</sup> 2019, the annual event celebrating Earth Day. Students participated in two different activities organized to support environmental protection in Nikšić with JKP "Komunalno Nikšić" and JKPRJ "Zelenilo". By helping the planet stay green and healthy, students were proud to be productive members of the community working together to remove waste from the block near the city center and plant various species in "Stojan Cerovic" gymnasium's yard.



During April and May, students learned about healthy lifestyles and their importance. To promote healthy lifestyles, students designed a survey with the purpose of explaining and presenting how much teenagers and teachers from various elementary schools and high schools in Niksic take care of their health. With the aim to educate the youth and show the obtained results, students designed posters with some tips for healthy lifestyles, which were exhibited in their schools' halls. Thus, this project had a valuable role of educating the youth and teachers about this vital topic.

The annual event celebrating World Environment Day was on June 5th, 2019. Access students participated in the event organized to support environmental protection in Niksic. It was organized through the initiative of General Secretariat of Government of Montenegro, along with the Nikšić Municipality. Students and volunteers participated in the clean-up campaign of Park-Forest Trebjesa.



Access Summer Camp was an opportunity to show the Access students' devotion and desire for giving and helping.

Students made their contribution by painting the benches in the National Park and acted very professionally while using paints, brushes, and buckets. Students' dedicated work is and will be visible for a long time as a long-lasting reminder of their commitment and hard work.



Access Program students celebrated International Day of Peace and got familiar with the *Peace Crane Project*, which invites every student on the planet to fold an origami crane/dove/heart, write a message and exchange it with another student somewhere in the world. The project builds friendships, strengthens writing skills, exposes students to new cultures and empowers youth to make a difference in their community. Besides exchanging peace symbols with students from The Knox School of Santa Barbara, California in the USA, students prepared peace symbols with messages in English and Montenegrin for their local community.



In honor of the celebration of Thanksgiving Day, students came to the idea to share some food with the Public Kitchen. In addition to this, they wanted to do something more for the organization and those who need it, so they took part in the cleaning of their premises. The main purpose was to develop students' life skills such as volunteering, collaboration, organization and planning, but also to promote life values such as empathy, generosity and appreciation. They not only helped in cleaning the space but also developed a different perception of life which emphasizes the necessity of looking beyond the surface and helping people in need.



Through volunteer activities like the ones listed above, Access Program students felt satisfied and fulfilled knowing that their small contribution made a difference. Once again, our students rose by lifting up others and gave special meaning to the Access Microscholarship Program.

Access Program is a two-year, intensive, after-school English-language learning program for talented students sponsored by the U.S. Department of State through the U.S. Embassy Podgorica and implemented by the English Language Teachers' Association of Montenegro ELTAM.



Teachers' names: Dragana Radoman (Elementary school "Milija Nikčević" Nikšić) and Milka Cerović (Elementary school "Jovan Draganić" Nikšić)

Topic: Respect to be Respected

Grade: VII

### 1. Focus questions

- What is respect and how do we earn respect?
- What are the values and characteristics of good friendship?
- What are the meanings of terms discrimination and bullying?

### 2. Prior Learning

Before undertaking this activity students should have:

- learned how to work collaboratively and listen to others
- learned how to give and accept advice according to given situations.

### 3. Lesson Topic – Respect to be Respected

This lesson could be used to develop an understanding about the importance of respecting others, their opinions, points of view and choices. It can lead to raising awareness about problems in schools, such as bullying and discrimination.

### 4. Lesson procedure

#### Activity 1 – warm up

As a whole class students discuss questions about: What is respect? "Do you respect your friends?" For this part of the activity students could share their pictures. For example what are the similarities, differences, likes and dislikes.

- *Who is your best friend and why?*
- *What do you like about him/her?*
- *How would you describe him/her?*
- *How do people show respect to their friends?*
- *How do you help your friends?*
- *What is trustworthiness and how are you trustworthy?*

Students are given a quiz with questions "Do you respect your friends?" (**Handout 1**). Students do the quiz individually. After they do the quiz each of them writes down his/her scores. They compare their answers and discuss whether they agree with given comments. All students share their scores with a class and a teacher makes notes about their scores on the board to determine how good friends the students from this class are.

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## Activity 2

Students are given two different problem situations. In groups they read the given one, discuss it and provide advice (**Handout 2**).

After they finish, they write advice on the blank A4 paper to stick them on the blackboard in order to see which the best advice for the given situations are. After analyzing both situations students are asked if they have ever heard terms – discrimination (for the first situation) and bullying (for the second situation).

- *What do they know about both?*
- *Do they recognize it in their school?*
- *How do they react?*
- *What can friends do to help in these situations?*
- *What can the school do to help in these situations?*

If students have difficulties with giving advice, a teacher should arise discussion through questions like:

*Problem 1: Should Sue talk to her friends about her likes and dislikes? Should she listen to some pop music? Should she tell them that she doesn't like pop music? Should her friends respect her and her choices?*

*Problem 2: Should John study less? Should he play during the breaks with his friends? Should he tell somebody about his problem? Should his friends respect him and his choices? How can this problem be solved? How would you react if you saw this situation at your school?*

## Activity 3

As a class, brainstorm some features that students believe shape their personal identity (for example, gender, name, family background, abilities, physical features, character traits, language, religion, etc.). Students discuss the concept of individual identity. Ask students to consider what makes each of us unique and what makes us part of a group.

Students draw their palm on A4 paper and write words and phrases that describe themselves as friends in the palm. Ask students to think about what makes them good friends.

## Activity 4 - On the nature of friendship

The concept of friendship has been discussed for thousands of years.

Below are some quotes which attempt to define friendship. (source - Values for Australian Schooling, p18 Supporting Student Wellbeing through Values Education).

Students are given **Handout 3**, with some quotes/definitions of friendship. After reading the quotes, students respond to the questions:

- *What are the core values and behaviours you associate with good friendship?*
- *Can you notice similarities with your answers from the previous activity?*

Handout 1

**DO YOU RESPECT YOUR FRIENDS?**

**1. Your friend doesn't understand the new lesson / topic. You will:**

- a) help him/her
- b) tell him/her to ask a teacher
- c) ignore it or change a topic

**2. Some friends in your group are making fun of your classmate's clothes. You will:**

- a) join in
- b) say nothing
- c) tell them they are jealous of the pretty T-shirt he/she has

**3. You see your classmates are laughing at your friend. You will:**

- a) stop them and defend your friend
- b) pull your friend away from the crowd while they keep on laughing
- c) stop and laugh along, your friend won't mind

**4. If you heard a rumour about your friend, you will:**

- a) keep your mouth shut - you won't spread it, but won't tell your friend you heard it, either
- b) tell her/him what the rumour is, who you heard it from, and help him/her fix the problem
- c) spread it and shut up, it's fun to spread rumours

**5. Your best friend tells you a secret that NOBODY is allowed to know. You will:**

- a) try to keep your mouth shut as best as you can
- b) promise not to say anything because he/she knows he/she can trust you
- c) tell everyone

**SCORE:** NOW add up the points to see what kind of friend you are!

1. a=3, b=2, c=1

2. a=1, b=2, c=3

3. a= 3, b=2, c=1

4. a=2, b=3, c=1

5. a=2, b=3, c=1

**13-15 points: Great friend**

*Your friends are lucky to have you for a pal. You will have many friendships that will last a lifetime.*

**9-12 points: Fairly good friend**

*You strike a nice balance of being fair to your friends and sticking up for yourself when problems arise.*

**5-8 points: Fair weather friend**

*You're a good friend as long as things are going your way, but as soon as your friends have problems, you're gone. You should try harder.*

**Handout 2**

**Problem 1**

**Read Sue's letter and give her your own advice. Write three sentences.**

**Dear Ally and Alex,**  
**All my friends like pop music and discos, but I don't. I think pop music is terrible and I've never been to a disco because I think I'm very bad at dancing. I like classical music and often go concerts. I've got a lot of CDs with classical music at home and I love listening to them. Some of my friends laugh at me. But they have never listened to classical music or been to an opera.**



**What should I do?**

**Sue**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Problem 2**

**Read John's letter and give him your own advice. Write three sentences.**

**Dear Ally and Alex,**  
**I'm twelve years old and I go to high school. I have some problems with friends from my class. I spend a lot of time researching and studying. I'm very good at Maths and Computer Studies. But my friends always tease me about studying during the breaks while they play outside in the playground. They call me "a nerd" and they usually take my things and hide them.**



**What should I do?**

**John**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

### **Handout 3**

*~One might like someone because he is good, or because he is useful, or because he is pleasant. And so there are three bases for friendships, depending on which of these qualities binds friends together.~*

**Aristotle**

*~For how many things, which for our own sake we should never do, do we perform for the sake of our friends?~*

**Cicero**

*~Friendship is always a sweet responsibility, never an opportunity.~*

**Khalil Gibran**

*~Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born.~*

**Anaïs Nin**

*~A simple friend thinks the friendship is over when you have an argument. A real friend knows that it's not friendship until after you've had a fight.~*

**Anon**

*~Only your real friends tell you when your face is dirty.~*

**Sicilian proverb**

*~A friend in need is a friend indeed.~*

**Latin proverb**

*~A friendship that stops existing was actually never there.~*

**Anon**

*~Love is blind; friendship closes its eyes.~*

**Anon**

## Handout 4

<b>1. I've got very bad marks at school.</b>	<b>B You should study harder.</b>
<b>2. I'm always late for school.</b>	<b>D You shouldn't get up so late.</b>
<b>3. My friends laugh at me because I don't like pop music.</b>	<b>F You should talk to them about your likes and hobbies.</b>
<b>4. My friends laugh at me because I don't wear expensive clothes.</b>	<b>E You shouldn't worry about clothes all the time. People are more important than their clothes.</b>
<b>5. My friend always makes me clean the blackboard for him/her.</b>	<b>C You should tell him/her you don't want to do it anymore.</b>
<b>6. My friend revealed the secret I told him/her.</b>	<b>A You should choose your friends carefully. Good friends are trustworthy.</b>

**Key: 1B, 2D, 3F, 4E, 5C, 6A**

### 5. Teaching strategies / tips for teachers

- Prepare enough copies of handouts, blank A4 paper, stick tape and a box.
- If students have difficulties with giving advice, a teacher should arise discussion through questions.
- Choose the way how to divide students into groups.

### 6. Assessment

Students work in pairs. Each pair gets a set of slips of paper with sentences (**Handout 4**). They should be shuffled before given to the students. Their task is to match the situations with pieces of advice. The first pair to match the slips correctly is the winner.

As a follow-up activity students can come up with their own advice for each problem.

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## LESSON PLAN

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### A. Students and Setting

**Teacher's name:** Marina Sbia (Vocational secondary school Cetinje)

**Topic:** Anti-bullying

**Age of the students:** 15 years old

**Grade:** II

**Number of students in the class:** 32

**Other notes:** The students have been studying English for 10 years so far. They have three classes of English language per week and the classes are 45 minutes long. The English language classroom is equipped with a computer that has Internet access, a projector, a CD player and a blackboard. The walls are decorated with flags, maps, photos, and posters created by our students. English is spoken all the time, especially in situations where using L1 seems inevitable in order to not lose the class dynamic.

### B. Lesson Background

This lesson, called „Anti-Bullying“, is part of an open curriculum and is aimed to celebrate Anti-Bullying Week that takes place from the 13th to 17th of November.

In this lesson, students will use vocabulary relating to bullying and practice expressing their opinion while critically thinking and discussing situations that involve bullying. Their knowledge of this issue will also widen as they discuss the role of bystanders, find out why people bully, learn about different types of bullying and question their current beliefs. They will then watch two short videos. The first video is about the people, mainly teenagers, who experienced bullying and the second one is called “Choose Kindness,” (aimed to celebrate World Kindness Day) which shares the important message that people should treat each other with kindness on a daily basis. The second video relates to the task students have previously been given—each student picks a name from a list containing the names of all their classmates without telling anyone they have to be kind to that person. At the very end of the lesson, they will reveal the name and describe what they have done as an expression of kindness.

### C. Learning Objectives/Expected Results

- By the end of the lesson, students will be able to have a better understanding about the role of bystanders. They will be able to develop their spoken fluency and improve reading skills through speaking and reading tasks. They will also be able to develop higher-level critical thinking skills by being encouraged to express their opinions while also questioning their own beliefs. At the same time, students will celebrate Anti-Bullying Week in November.

### D. Materials and resources

- Handout - Questionnaire - Beliefs about Bullying
- Bullying Worksheet A (Reading A- Bullies)
- Bullying Worksheet B (Reading B- The Bystander)
- projector, laptop computer, flipchart, blackboard, chalk, marker, magnets, masking tape, paper, toothpaste

#### Sources

- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) (video 1 and reading texts)
- <https://www.youtube.com/watch?v=X4PmHy6bViw> (video 2)

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## ***E. Procedures and Timing***

<b>Students do/say...</b>	<b>Approximate time needed</b>
<p><b><i>Icebreaker - The Toothpaste Activity</i></b></p> <ul style="list-style-type: none"><li>➤ Having already introduced the topic, a strip of masking tape is placed on the table. A chosen volunteer comes up to the front. Provided with a tube of toothpaste, the volunteer is asked to spread it out along the strip of masking tape. Then, the student is requested to put the toothpaste back in the tube. Obviously, the student won't be able to do it. Students then relate the experiment to the topic and give comments.</li><li>➤ This is an example of how hurtful words can be once they are spoken and cannot be taken back. Bullies say hurtful words frequently and need to know the impact that their words have on their victims.</li></ul>	2 min
<p><b><i>Wrinkled Wanda</i></b></p> <ul style="list-style-type: none"><li>➤ Papers are distributed to students. Have the students trace an outline of a full-body person. Once the outline has been traced, the students will write unkind, rude, and disrespectful statements all over the outline. These are statements that could be made to another person like "You're a loser," "Nobody likes you," and "You are dumb." Identify the drawing as a girl named Wanda. After Wanda is completely filled with a variety of negative comments, the students crumple the drawing. They are then asked to un-crumple it and post the wrinkled drawings around the room.</li><li>➤ At the same time, the teacher will write the comments on the flipchart and do all as the students. The teacher's Wanda is stuck with magnets on the blackboard later. The teacher explains to students that these drawings are examples of what negative comments can do to a person who is bullied. These comments can destroy a person's self-image and can often lead to a defeated body language in the victim.</li></ul>	3 min

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Students do/say...	Approximate time needed
<p><b>Questionnaire - Beliefs about Bullying</b></p> <ul style="list-style-type: none"> <li>➤ Students work in pairs. Pairs are formed based on their sitting arrangement. Each pair is given a copy of the questionnaire. Students are introduced with the task and are given useful vocabulary and opinion expressions they are to use while agreeing and disagreeing.</li> <li>➤ Students complete a questionnaire. They write A for agreeing with the statement or D for disagreeing with the statements from the questionnaire.</li> <li>➤ Having finished the questionnaire, students work in pairs to discuss their beliefs.</li> <li>➤ Students are monitored while working in pairs and encouraged to disagree with each other when appropriate and to explain why they believe something.</li> <li>➤ After the activity, individual students are invited to tell the class about their response to a sentence and the reasons to support their agreement or disagreement.</li> </ul>	10 min
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ Learners are divided into pairs (A and B) and each learner is given the appropriate worksheet (Bullying Worksheet A or Bullying Worksheet B). They are told to have different texts; Worksheet A is text about bullies and Worksheet B is text about bystanders.</li> <li>➤ They read their texts and answer the questions at the top of the page. Students need to understand it well because, after reading, they will share their information with another person. The time limit is set.</li> <li>➤ After reading the texts, students are told to break into groups of four (each group should have two As and two Bs students). Groups are also formed based on sitting arrangement.</li> <li>➤ Students explain the key points of their text to each other. They share the main information they learned. Each member of the group should take part in exchanging key points about the text.</li> </ul>	15 min

Students do/say...	Approximate time needed
<p><b>Watching the Video “I’ve Experienced Bullying”</b></p> <ul style="list-style-type: none"> <li>➤ Students watch the video about students who have experienced bullying.</li> <li>➤ After watching the video, the students are asked the question, “What did you learn from their experiences?”</li> </ul>	3 min
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>➤ Students are told that how we think and feel about bullying can make a difference in how we behave. The beliefs in the questionnaire can either promote or prevent bullying.</li> <li>➤ Students answer the questions, “How did your opinions help bullies?” and “Which opinions would you like to change now?”</li> <li>➤ Students return to the questionnaire (if possible, with a partner). They look at their answers again and make changes.</li> <li>➤ As a whole class, students discuss if they have changed some of their answers.</li> </ul>	7 min
<p><b>Watching the YouTube Video “Choose Kindness”</b></p> <ul style="list-style-type: none"> <li>➤ Students watch the video. Once it is finished, each student shares who was the classmate they had to be kind to secretly and what act of kindness they did to him/her.</li> </ul>	5 min

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## **F. Learner Feedback/Formative Assessment**

The topic of bullying is very sensitive, so some students might feel uncomfortable to open up about it. For that reason, creating a positive working environment where students feel free to speak, to express their opinion, to defend it and to question it, and to listen to different points of view is a must.

During the activities, the teacher will monitor students and provide help, if necessary. In order not to lose the flow of thoughts, students will not be interrupted while expressing their opinions. To encourage students in speaking activities, the teacher will comment on their work in the form of praise or by giving appropriate support, such as, “That’s a good example,” “You are right,” “I agree,” “Good job,” etc. On-the-spot feedback will be present in cases when the teacher finds it necessary to ask for additional explanation or clarification, to repeat certain words or expressions, and so on, thus letting students correct themselves.

Peer assessment will be visible in pair and group work while students express their opinions and while they re-tell key information after reading. They will help each other with the vocabulary and correct possible mistakes.

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## **G. Reflection**

This lesson deals with one of the most sensitive and important issues among teenagers: Bullying. The class is organized in a way that students realize that bullying is not just hurting someone physically, but also hurting them on a deeper level—emotionally—and how important the role of bystander is. Together with raising their awareness about the issue and with having them discuss the problem freely and think critically, they will also celebrate Anti-Bullying Week in November.

The lesson includes realia from the very beginning through the toothpaste activity and the Wrinkled Wanda activity, which are aimed to boost their interest in the topic, and continues with the use of authentic materials through YouTube videos that help develop their listening and speaking skills.

Students develop their critical thinking skills through pair work and group work assignments, discussing the role of bystanders, how they can help the bully or how they can stop them bullying, discussing the bully’s profile and why they bully, what makes them do it, etc. They support their opinion by giving strong reasons and using opinion expressions all the time. In the end, they continue developing their critical thinking by questioning their beliefs and commenting whether they would change any of the original answers from the questionnaire and why.

Throughout the lesson, the students are monitored and given support, encouragement, and positive feedback by the teacher. Also, they are not interrupted during the discussions in order to not stop the flow and dynamic of the lesson.

**Teacher's name:** Marija Bojić (Elementary school "Oktoih" Podgorica)

**Topic:** "Children of Today, Our Keepers of Tomorrow"

**Grade:** IX

**Time:** 45 min

**Type of lesson:** Adopting new vocabulary, identifying new vocabulary and using targeted (already learned) grammatical structures, critical thinking development

**Structures:** future tense, present continuous for the future, going to, future continuous

**Teaching Methods:** communicative, demonstrative, presentation, integrated learning (CLIL)

### ***Materials, supplies and technology***

- Handout 1 – retrieved from <https://www.success.com/17-motivational-quotes-to-help-you-achieve-your-dreams/>
- Handout 2 – retrieved and adapted from <https://en.islcollective.com/english-esl-worksheets/grammar/future-continuous-tense/future-continuous-tense/50337>
- Handout 3 – prepared by the teacher
- Handout 4 – retrieved from <https://americanenglish.state.gov/resources/poetry#child-1747>
- flip chart paper, white paper, pencils, crepe tape, markers

**Lesson Objectives:** By the end of this lesson, through given handouts and activities, students should be able to:

- demonstrate the ability to work individually, in groups and to respect others
- develop creative and innovative thinking skills
- promote respect, responsibility and curiosity about human rights
- develop an understanding of the role of human rights in people's lives
- recognize the similarity between specific human needs and specific human rights

**Correlation:** History, Civic education

### **Activity Sequence**

#### **Activity 1 – Introduction (3 minutes)**

The teacher introduces the guests to the students. They are the alumni who participate throughout the whole lesson and help students to finish the tasks prepared by the teacher. The alumni participated in the English Access Microscholarship Program implemented by teachers from the English Language Teachers Association of Montenegro ELTAM, with the support of the United States Department of Foreign Affairs and the U.S. Embassy in Podgorica. Milica Miranovic, Ksenija Maras and Drazen Nelevic joined us.

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### **Activity 2 – Quotes (12 minutes)**

Students sit in groups already prepared by the teacher (four groups of 5 and one group of 4 students), and each group gets an envelope with words/parts of sentences (Handout 1). Their assignment is to put together their quote, think about its meaning, write it on the flip chart paper and present it to other groups. During this assignment, the alumni and the teacher monitor the work of the groups and they assist if necessary. After working in a group (7 minutes), the group representatives read the quotes and give their opinion. Students from other groups, if they wish, can get involved and express their own point of view.

### **Activity 3 – “Has the dream come true?” (20 minutes)**

Students are asked - *Do you think everything around us is the result of someone's dream? How do you explain and understand it?* After a brief conversation, all groups receive the same text - Handout 2 (part of Martin Luther King's famous speech "I Have a Dream"). Our guest, Drazen, reads it aloud while the students in the groups work on linking unfamiliar words to the given explanations and answering an additional question which one of the group members pulls out from the box (Handout 3). A new grammatical structure (future continuous) is used throughout the text, and the teacher briefly draws attention to it to check that the students have noticed it and have understood it through given examples.

### **Activity 4 – Rights, Needs and Wishes (10 minutes)**

Answering the questions at the end of the second activity leads us to the fact that it is the International Children's Rights Day, and as a final activity, the students make a list of what they believe should be their rights, needs and wishes. They work in groups and each group presents their list. If there is enough time, Milica reads a poem “Believe” by Ruxund from Moldova (Handout 4) as a summary of today's topic.

**Assessment/Monitoring:** The teacher monitors all activities and provides additional instructions and explanations if necessary. During each activity, the teacher encourages students to participate, reminds them of the rules of working in a group and during presentations if necessary.

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## Handouts

### Handout 1

#### Group 1

There will be obstacles, there will be doubters, there will be mistakes. But with hard work, belief, confidence and trusting in yourself and those around you – there are no limits.

#### Group 2

Do not wait; the time will never be “just right”. Start where you stand and work with whatever tools you may have at your command and better tools will be found as you go along.

#### Group 3

Never give up, for that is just the place and time the tide will turn.

#### Group 4

Why should you continue going after your dreams? Because seeing the look on faces of the people who said you couldn't... will be priceless.

#### Group 5

Never give up on a dream just because of the time it will take to accomplish it. The time will pass anyway.

### Handout 2

I have a dream that one day this nation will be announcing its **faith**: "All men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be sitting down together at the table of **brotherhood**.

I have a dream that one day even the state of Mississippi, a state **sweltering** with the heat of injustice and **oppression**, will be a place of freedom and justice.

I have a dream that my four little children will be living one day in a nation where nobody will judge them by the color of their skin but by the content of their character.

I have a *dream* today!

This is our hope, and this is the faith.

With this faith, one day, we will create a stone of hope from the mountain of **despair**. With this faith, we will transform the **jangling** disagreement of our nation into a beautiful symphony of brotherhood. With this faith, we will be working together, **struggling** together, standing up for freedom together.

We know that we will be free one day.

## Handouts

- 1) faith ( n ) \_\_\_\_\_
  - 2) brotherhood ( n ) \_\_\_\_\_
  - 3) to swelter ( v ) \_\_\_\_\_
  - 4) oppression ( n ) \_\_\_\_\_
  - 5) despair ( n ) \_\_\_\_\_
  - 6) jangling ( adj ) \_\_\_\_\_
  - 7) to struggle ( v ) \_\_\_\_\_
- a) pressure or distress
  - b) the complete loss or absence of hope
  - c) an association or community of people linked by a common interest
  - d) belief
  - e) to have difficulty
  - f) to be uncomfortably hot
  - g) noisy

### Handout 3

- Were all people equal at the time of Martin Luter King's speech? Why?
- What are Martin Luther King's dreams about?
- Has your perspective changed from the way it was when you were a child?
- What about the children all around the world – are they treated with respect?
- Can you google why today's date is so important?

### Handout 4

**Believe**  
**Believe that life is good**  
**And be sure that you'll have:**  
**Happiness and good mood ,**  
**And all things that you want.**  
**Believe that your dreams will come true**  
**It doesn't matter how they are**  
**Just think about what you want to do**  
**And you'll obtain it, I swear.**  
**Believe that love exists**  
**And be sure that you'll find it**  
**Make everything to keep it,**  
**'Cause this feeling is a gift.**  
**Believe in what you want to be**  
**And it will realize, you'll see**  
**But never let your dream to be destroyed**  
**'Cause your life will be annoyed.**  
**Believe in yourself**  
**And never give up**  
**Remember-you're the best**  
**And never make it stop.**

Ruxunda from Moldova

## LESSON PLAN

Teacher's name: Zorka Radonjić (Elementary school "Kekec" Sutomore)

Grade: VII

**Learning outcomes: Students will be able to:**

- find specific information in the text that listen (who, what, where, when, how, whose, which, why...)
- search and give information
- report
- communicate in everyday situations in a manner which is natural for the language they learn
- participate in conversation about past, present and future events as per model

**Method: CLT & TPR (Activity 3)**

**Type of work: Group work**

**Material, Supplies & Technology: Laptop, projector, envelopes, pieces of paper, pencils**

**Homework: /**

**Correlation: MT: Grammar: Adjectives, Adverbs, Verbs (phrasal, state & irregular), Present & Future Tense, Imperative, Indefinite Pronouns etc.**

**Vocabulary: Money vocabulary, treasure words etc.**

**Music: Modern Music**

### Activities

➤ Students listen to a song, Sia's *Cheap Thrills*. They watch the official video (ft. Sean Paul <https://www.youtube.com/watch?v=nYh-n7EOtMA>) where they see and read the lyrics. Song lyrics are copy pasted on four pages and posted around the classroom (post them on four different sides).

➤ Prior to listening, they are told to pay attention to the video since they will be asked questions about it. They are told to pay attention to every detail. I don't want them to answer questions only about the song, but the video as well.

➤ After they have seen the video, students answer some of the following questions:

- *Have you heard the song before?*
- *Do you like it?*
- *What kind of music do you like?*
- *What was the initial reaction of people in the video? And what was the last?*
- *What year is it? Is it present time? etc.*

➤ Then, the class is divided in flexible groups (4 groups of 5 pupils). Teacher made task slips and put them in four envelopes. An envelope per group with 16 tasks/ questions. Each group gets the first slip with the task/ question. They are supposed to find the information/answer on one of those pages posted around the classroom. Each piece of paper has a number on it. Questions are all the same for the groups, but their order for each group is different. On the back of the question/task, a number is written before putting them in the envelope. They read the question as a group and spread to find the answer. When they find the answer, they gather and approach the teacher to say it. If they guess it, they get the next question. If not, they need to search again. The group that finishes all the questions/ tasks is the winning one.

Note: A few of my students like singing (I have seen them rap a few times), so I will ask them to lip sync and act out the moves. A boy and a girl (volunteers).

## Handout 1

Find all the irregular verbs in the song	Find all the irregular verbs in the song	Find all the irregular verbs in the song	Find all the irregular verbs in the song
Find all the money words in the song	Find all the money words in the song	Find all the money words in the song	Find all the money words in the song
Find the example of the double negative in the song	Find the example of the double negative in the song	Find the example of the double negative in the song	Find the example of the double negative in the song
Find all the state verbs in the song	Find all the state verbs in the song	Find all the state verbs in the song	Find all the state verbs in the song
List 5-6 colloquial words. Colloquial words are like: gonna	List 5-6 colloquial words. Colloquial words are like: gonna	List 5-6 colloquial words. Colloquial words are like: gonna	List 5-6 colloquial words. Colloquial words are like: gonna
What does the expression "hit the dance floor" mean?	What does the expression "hit the dance floor" mean?	What does the expression "hit the dance floor" mean?	What does the expression "hit the dance floor" mean?
How many days of the week are mentioned? Which?	How many days of the week are mentioned? Which?	How many days of the week are mentioned? Which?	How many days of the week are mentioned? Which?
Find the word that means my love			
Find three Imperative examples in the song			
Find five adjectives in the song			
There is one children's game in the song. Which one?	There is one children's game in the song. Which one?	There is one children's game in the song. Which one?	There is one children's game in the song. Which one?
Find the other word for bank note			
Find the words that are treasure in general	Find the words that are treasure in general	Find the words that are treasure in general	Find the words that are treasure in general
Find the verbs in the future form in the song	Find the verbs in the future form in the song	Find the verbs in the future form in the song	Find the verbs in the future form in the song
Find three phrasal verbs in the song. Phrasal verbs are verbs like: take on,	Find three phrasal verbs in the song. Phrasal verbs are verbs like: take on,	Find three phrasal verbs in the song. Phrasal verbs are verbs like: take on,	Find three phrasal verbs in the song. Phrasal verbs are verbs like: take on,
Find two adverbs in the song.			

## LESSON PLAN

**Teacher's name:** Ivana Dašić

**Grade:** VIII (12-13 years old)

**Time:** 45 minutes

**Unit:** 2 – The Media (Discover English 4, student's book, page 17)

### **Lesson Objectives:**

**By the end of this lesson, through given handouts and activities, students should be able to:**

- differentiate the phrases and uses of media-related vocabulary
- expand vocabulary on different types of media

### **Material, Supplies & Technology:**

- Teacher created handouts: handouts 1 and 2 - activity 2 (Twister) vocabulary, handout 3 - activity 3 – fill out the missing words/expressions, coloured sticks, ducktape

**Note:** This lesson was held outside on the children's playground (Twister, hopscotch)

### **Activity sequence**

#### **Activity 1 – Warm up – Double clap (3-5 minutes)**

Students stand in a circle. Teacher starts the game by clapping once. Student standing on the left continues and the activity goes on student by student. If and when someone makes a double clap the direction of the activity changes from left to right and vice versa.

#### **Activity 2 – Twister vocabulary (10 minutes)**

Students do this activity in 2 groups (teacher tells the numbers). They stand in a row, one behind another. Pieces of paper with parts of this unit's vocabulary will be scattered over the Twister squares (handouts 1 and 2). Teacher chooses a student per group to check the solutions of the opposite group. Before the race starts, the teacher reads aloud the vocabulary used for this activity. Students listen, describe and try to remember it. When the race starts, one by one, the student finds and matches parts of the words/expressions. He/She gives the papers to the student who checks if the solution is wrong or right. The winning team is the one that has more correctly matched pieces of paper in 6 minutes.

#### **Activity 3 – Mingle (5 minutes)**

Each student gets a handout (handout 3) with the given vocabulary. Some of the words/expressions have their definitions, but some students need to find the definitions or synonyms. Students mingle and read and look at each other's handouts to complete the list.

#### **Activity 4 – Round and round (10 minutes)**

Students use the completed lists from the previous exercise. They take a coloured stick and form 4 groups. Red and yellow groups form circles in a way that "red" is the inner circle and "yellow" is the outer circle. Students from the opposite groups look at each other. Blue and green groups do the same. Students have 5 seconds to ask each other the definitions of the word/expression or vice versa. After 5 seconds, the teacher says "Switch" and the outer circle moves one place to the right. The game ends when the outer circles reach the starting position.

#### **Activity 5 – Complete the lists (10 minutes)**

Students do this activity in the same groups as activity 4. They stand in 4 rows one behind another and one by one run to the wall and complete the lists (THE PRESS, PEOPLE, THE INTERNET, TV) with the words/expressions from handout 3. We play this activity on the Hopscotch patterns to make it more interesting.

### Activity 6 – Cowboy (5 minutes)

If there is any time left, students will play a Cowboy game. They do it in pairs (pair themselves as they wish). They stand looking at each other with their hands on their hips (like if they were cowboys in a duel). The teacher says a word from handout 3, but in their native tongue. They compete to see who will translate it correctly faster and "shoot" the opponent.

### Handouts

#### Handout 1

ADVERTISEMENT	ADVERTISEMENT
CARTOON	CARTOON
CHANNEL	CHANNEL
EMAIL	EMAIL
COMEDY SHOW	COMEDY SHOW
DOCUMENTARY	DOCUMENTARY
FILM	FILM
WEBSITE	WEBSITE
INTERVIEWER	INTERVIEWER
TEXT MESSAGE	TEXT MESSAGE
INSTANT MESSAGE	INSTANT MESSAGE
JOURNALIST	JOURNALIST
MAGAZINE	MAGAZINE
PRESENTER	PRESENTER
QUIZ SHOW	QUIZ SHOW
SOAP OPERA	SOAP OPERA
CHAT SHOW	CHAT SHOW
SPORTS PROGRAMME	SPORTS PROGRAMME
REPORTER	REPORTER
NEWSPAPER	NEWSPAPER

#### Handout 2

CAR	TOON	ZINE	JOURN
CHA	NNEL	ER	NEWS
ADVERT	ISEMENT	SOAP	ALIST
MESSAGE	LM	QUIZ	TEXT
REPORT	SPORTS	ENTER	OPERA
E	MAGA	PROGRAMME	MAIL
CHAT	SHOW	COMEDY	PAPER
PRES	MESSAGE	SHOW	DOCU
SHOW	WEB	INTER	VIEWER
INSTANT	MENTARY	SITE	FI

### Handout 3

*ADVERTISEMENT* - a notice or announcement in a public medium promoting a product, service, or event

*CARTOON*- a film using animation techniques to photograph a sequence of drawings rather than real people or objects

*CHANNEL*- a television station

*EMAIL*- messages distributed by electronic means from one computer user to one or more recipients via a network

*COMEDY SHOW*- a funny program on TV or radio

*DOCUMENTARY*- a program using pictures or interviews with people involved in real events to provide a factual report on a particular subject.

*FILM* - a story or event recorded by a camera as a set of moving images and shown in a cinema or on television

*WEBSITE* - a set of related web pages located under a single domain name.

*INTERVIEWER* - the person who asks the questions during an interview

*TEXT MESSAGE* - a short message sent electronically usually from one cell phone to another

*INSTANT MESSAGE* - an electronic message sent in real time via the Internet and therefore immediately available for display on the recipient's screen

*JOURNALIST* - a person who writes for newspapers, magazines, or news websites or prepares news to be broadcasted

*MAGAZINE* - a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.

*PRESENTER* - someone who introduces a television or radio show

*QUIZ SHOW* - a broadcast entertainment program in which people compete in a quiz, typically for prizes

*SOAP OPERA* - a series of television or radio programs about the lives and problems of a particular group of people

*CHAT SHOW* - a talk show

*SPORTS PROGRAMME* – shows about sports

*REPORTER* - a person who reports, especially one employed to report news or conduct interviews for the press or broadcasting media

*NEWSPAPER* - a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.

### Group A

*ADVERTISEMENT* - a notice or announcement in a public medium promoting a product, service, or event

*CARTOON*-

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\_\_\_\_\_ - a television station

*EMAIL*- messages distributed by electronic means from one computer user to one or more recipients via a network

*COMEDY SHOW*- \_\_\_\_\_

*DOCUMENTARY*-a program using pictures or interviews with people involved in real events to provide a factual report on a particular subject.

*FILM* - a story or event recorded by a camera as a set of moving images and shown in a cinema or on television

*WEBSITE* - \_\_\_\_\_

*INTERVIEWER* - the person who asks the questions during an interview

\_\_\_\_\_ - a short message sent electronically usually from one cell phone to another

*INSTANT MESSAGE* - an electronic message sent in real time via the Internet and therefore immediately available for display on the recipient's screen

*JOURNALIST*

\_\_\_\_\_ - a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.

*PRESENTER* - someone who introduces a television or radio show

\_\_\_\_\_ - a broadcast entertainment program in which people compete in a quiz, typically for prizes

\_\_\_\_\_ - a series of television or radio programs about the lives and problems of a particular group of people

*CHAT SHOW* - a talk show

*SPORTS PROGRAMME* – shows about sports

*REPORTER* - a person who reports, especially one employed to report news or conduct interviews for the press or broadcasting media

\_\_\_\_\_ - a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.

## **Group B**

\_\_\_\_\_ - a notice or announcement in a public medium promoting a product, service, or event

*CARTOON*- a film using animation techniques to photograph a sequence of drawings rather than real people or objects

*CHANNEL*- a television station

*EMAIL*-

\_\_\_\_\_ - a funny program on TV or radio

\_\_\_\_\_ - a program using pictures or interviews with people involved in real events to provide a factual report on a particular subject.

*FILM* - a story or event recorded by a camera as a set of moving images and shown in a cinema or on television

*WEBSITE* - \_\_\_\_\_

*INTERVIEWER* - the person who asks the questions during an interview

*TEXT MESSAGE* - a short message sent electronically usually from one cell phone to another

\_\_\_\_\_ - an electronic message sent in real time via the Internet and therefore immediately available for display on the recipient's screen

*JOURNALIST* - a person who writes for newspapers, magazines, or news websites or prepares news to be broadcasted

*MAGAZINE* - a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.

*PRESENTER* - \_\_\_\_\_

*QUIZ SHOW* - a broadcast entertainment program in which people compete in a quiz, typically for prizes

*SOAP OPERA* - a series of television or radio programs about the lives and problems of a particular group of people

CHAT SHOW - \_\_\_\_\_

– shows about sports

**REPORTER** - a person who reports, especially one employed to report news or conduct interviews for the press or broadcasting media

**NEWSPAPER** - a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.



## LESSON PLAN

Teacher's name: Ivana Radulović (Secondary school of economics „Mirko Vesovic“ Podgorica)

Grade: IV

Time: 90 minutes

Title: 8.4 Reading (multiple matching)

Lesson outcomes:

- Identify the main idea of a longer formal/informal text
- Outline the requested information in a longer formal/informal text (who, what, when, how, whose, which, how much/many, why, ...)
- Use the context to determine the meaning of the unfamiliar words
- Recognize the type and the register of the text

Lesson activities:

- Multiple choice exercises
- Answering the questions
- Text discussion
- Sentence completion
- Gap-filling

Material, Supplies & Technology:

- Coursebook and workbook Focus 4 / Active Teach Focus 4
- CD, CD player/Smartboard/Blackboard
- Handouts

### Lesson 1

#### Activity 1: Intro answering the questions (10 minutes)

Students answer the following questions: *Have you ever watched a film about a journey or a travel that was based on a true story? What was it called? What was it about? Did you like it? Why/Why not?*

The teacher points out lesson 8.4, p. 114 and p. 115. A student reads the title and the aim of the lesson. Students alternate answering the questions from Exercise 1:

1. Would you rather visit Alaska, Australia, or the Pacific Coast? Why?
2. Who would you choose as your travelling companion? Or would you prefer to travel alone?
3. What are the pros and cons of travelling alone?

For the third question, the teacher writes the students' answers on the board (pros and cons).

#### Activity 2: Reading and multiple matching activity (15 minutes)

A student reads the instructions for Exercise 2. The teacher gives students a minute to get familiar with the details of the task. The text is about four films based on true stories – four short texts. Exercise 2 is about matching activities with people.

Afterwards, students listen and follow along with the texts in their coursebooks. The track is 7 minutes long. Then, students give answers (multiple matching). If necessary, the teacher explains words which are not highlighted in blue in the texts. The handout with possible unfamiliar words is **Handout 1**.

#### Activity 3: Sentence completion (10 minutes)

Students work in pairs to complete the questions with the appropriate prepositions (exercises 3). Students read the questions and give answers individually.

#### **Activity 4: Gap-filling and matching (10 minutes)**

In pairs, students fill in the gaps with the blue-printed adjectives from the texts (Exercise 4/**Handout 2**) and then match the collocations from exercise 4 with the places listed in the exercise 5.

**Additional activity/Homework:** (Dependent on the time spent on the previous activities) Exercise 7: Students fill in Word Store 8F with the adjectives and nouns from the texts.

### **Lesson 2**

#### **Activity 1 - Homework (5 minutes)**

Students check their homework by listening to the recorded answers. Afterwards, students read the answers individually.

#### **Activity 2 – Reading (15 minutes)**

Different students alternatively read the four texts aloud while the other students follow. The teacher will, if necessary, correct any mispronunciation after the readings by first writing the mispronounced words on the board and then asking the student to repeat the words- hopefully student(s) will self-correct their mispronunciation; if not, other students will help, or eventually, the teacher will help.

#### **Activity 3 - Text discussion (7 minutes)**

In pairs, students ask and answer the questions (exercise 6). Questions are about whether they like the films and which one(s) they would like to see, as well as about other similar films/books they have heard of and about whether they have ever been inspired by a book to visit a certain place. After a short conversation in pairs, students give feedback to the class about what they have discussed and learned from the other student.

#### **Activity 4 - Sentence completion and a short conversation (10 minutes)**

Photocopiable resource 51, p. 265 in Teacher's Book (Do you have itchy feet?) **Handout 3**  
Individually, students complete the handout (Holiday offers) with the provided words within a 3-minute time limit. Then, the answers are checked collectively. Again, students read the holiday offers and choose one they like/don't like. Later, students gather in pairs and guess which offer their other partner has chosen and justify their choices. In the end, students give feedback by briefly saying if they guessed right or not (whole class feedback).

#### **Activity 5 – Evaluation/Wrap-up (8 minutes)**

Students close their books after the teacher has asked them to do so. The teacher reads the explanations/definitions of the words which have been used during the two lessons (from the texts), and the students give answers.

**Additional activity/Homework:** (Depending on the time spent on the previous activities) Workbook p. 111 and p. 111 Science News-Text for reading with comprehension exercises (find out the main idea of the text, multiple matching, true or false, matching, gap-filling)

#### **Lessons learned for future activities:**

Longer texts with new vocabulary should be done in two lessons with enough time for the students to grasp the meaning and use the new vocabulary functionally, especially with large classes of 35-40 students.

## Handouts

### Handout 1

- Captor n.- jailer, guard, incarcerator, custodian, keeper, enslaver
- Entitled adj.- named, called
- Pursue v.- to chase, go after, seek
- Rabbit-Proof Fence n.- the fence constructed in Australia to keep rabbits and other pests away
- Affluent adj.- rich, prosperous, well-off
- Ragged adj. – badly dressed
- Blistered adj.- sore, peeled, cut
- Limelight n.- spotlight, in the public eye
- Swallow v.-eat, gulp,
- Inherent adj.- essential, fundamental, built-in
- Stray v.- depart, wander
- Crest n.- ridge, highest point

### Handout 2 - Blue-printed adjectives from the texts

- Arduous- exhausting, tough
- Desolate- isolated, lonely, empty
- Remote- distant, far-off
- Inhospitable- hostile, unkind
- Scorching- burning, extremely hot
- Record – the highest/ biggest documented

### Handout 3

Photocopiable resource 51, p. 265 in Teacher's Book (Do you have itchy feet?)

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