



# VOICE UP!

*Newsletter #1*

ENJOY THE  
REPORTS ON THE  
MOST INSPIRING  
CONFERENCES

FIND SOME USEFUL  
TIPS FOR YOUR LESSON  
PLANS

PRINT AND USE



**Dragana Radoman**  
**ELTAM's President**

## FOREWORD

We are delighted to present our first newsletter *Voice Up!* It aims to inform you about important events in the field of ELT both in Montenegro and abroad, help you explore new opportunities for professional development and open the doors of your classrooms and learn from each other.

ELTAM is committed to supporting professional development of all English language teachers in Montenegro and to keep abreast of current trends and innovations in the ELT field. We have established ongoing cooperation with institutions and organizations that support our vision and activities – the Ministry of Education, Bureau for Education Services, Faculty of Philology, U.S. Embassy, American corners and reading rooms, British Embassy and British Council, Share One Language (SOL), Pearson, IATEFL, ELTA Serbia, IATEFL Slovenia, IATEFL Poland, and TETA Bosnia and Herzegovina.

This year marks the start of several projects. On December 1, 2015, in cooperation with the Department of State and U.S. Embassy in Podgorica, ELTAM launched the two year English Access Microscholarship Program, with the group of 25 students from socially disadvantaged families from 9 elementary schools in Niksic.

The British Embassy supported our initiative to start the English Conversation and Public Speaking Club, which is now open to all educators and senior students in the field of education.

This year, ELTAM, jointly with the British Council, organized the annual BC contest *Montenegro English Challenge*. On behalf of ELTAM, we would like to express our gratitude and appreciation to 42 teachers who delivered presentations in 17 towns and reached 2,415 students.

We would like to take this opportunity firstly to say a big thank you to all of you. 2015 has been an incredible year for ELTAM and we could not have done it without you – thank you!

# WHERE TO FIND WHAT YOU WANT...

## FOREWORD

Page 3

## CONFERENCE REPORTS

- ELTAM Day conference
- The Coziest Conference in Europe, the report from IATEFL conference in Slovenia
- "Adopt, Adapt, Improve", IATEFL Conference in Slovenia from another point of view
- Sharing Ideas For English Classroom, the report from ELTA Serbia's 13th conference
- Creating a Real-World Connection, the report from the 3<sup>rd</sup> TETA Bosnia and Herzegovina conference

Pages 4-17

## FROM TEACHERS TO TEACHERS - USEFUL THINGS FOR YOUR TEACHING

- Tips for developing listening skills
- Teaching unplugged
- Teaching Conditionals

Pages 18-25

## PRINT AND USE

- Conditionals: Exercises
- Irregular Verbs
- A Board Game

Pages 26-29



# CONFERENCE REPORTS



**Silvija Marnikovic**  
Elementary school “Marko Nukulovic” Ulcinj

## *ELTAM DAY*

*From a participant's point of view*

With high hopes and looking forward to meeting my friends and colleagues, on May 9, I headed for Podgorica to attend the ELTAM Day Conference.

As I was approaching the venue, the Faculty of Economics, I noticed a few familiar faces. There were already many teachers waiting and talking over a cup of coffee. Chitchatting while drinking coffee seemed like an auspicious beginning indeed.

Then somebody said – the registration room is inside, first door left. In a few minutes, we were welcomed by busy bee teachers and joined ELTAM. With a pack of teaching resources in one hand and a lottery number in the other, we proceeded to the conference room.

The place was already full, and while looking for a seat to take, I spotted so many well-known people, mainly teachers I had met at various seminars, workshops and trainings. A few hellos and words of wisdom, and I took my seat, with a good view of the stage, of course.

Two hours passed so fast listening to H.E. Ian Whitting, British Ambassador to Montenegro, Vanja Madžgalj, Country Director, British Council, Sunshine Ison, Public Affairs Officer at the US Embassy in

Podgorica, Svetlana Kandybovich, Teacher Leadership Training Project, British Council, Dusanka Popovic, Bureau for Education, Milena Vucelic, American Corner, Marina Simović, Chairperson, ELTAM, all renowned professionals, who shared their impressions, success stories and expectations, but also announced new projects and opportunities for teachers in Montenegro and all over the world. A special treat was three plenary sessions held by Draginja Jeftić, Mark Andrews and Richard Wilford.

Before leaving to lunch, I seized the opportunity to talk to Mark Andrews, a motivational speaker and promoter of Teacher and Student Training Programme in Devon, UK, who “lived in 28 different places from Birmingham to Bavaria to Berlin to Belgrade to Budapest. Been settled on the Danube for the last few years”, and spread the zest and enthusiasm for teaching and teacher motivation.

At my great surprise, he proved to be willing to come to my school in Štoj, Ulcinj, and do a workshop for teachers and students. He said he visited Ulcinj after the earthquake in 1979 and would like to know how it looks like today. Well, the earthquake was not the worst thing we've been stricken since then, I'd say...

After lunch I usually have certain difficulties focusing on anything, but to my pleasant surprise, the workshops conducted by Draginja Jeftić (Fun activities in the classroom), Mark Andrews (Language Acquisition at an Early Age), Ivana Milošević (Once upon a Time - Storytelling in the Primary Classroom), John Rogers (Dressing Old Ideas in New Clothes), Anja Prentić (Roma Culture Inclusive Teaching – Methodology) and Svetlana Kandybovich (Gamification: Turning a Test into a Game) appeared to be great energizers and brain refreshments.



However, after the workshops I had a double espresso, just to make sure I'm ready to be swept away by a tsunami of positive energy and great presentation skills of my friends and colleagues, staging the next eye-and-ear-candy in a row – the PechaKucha hour! In a nutshell, PechaKucha is a simple presentation format where you show 20 images, 20 seconds for each image. The images advance automatically and you talk along to the images. PechaKucha presenters included Dragana Radoman, Zorka Radonjić, Natalija Savićević, Tanja Đonlaga, Brittany Jacoby, Richard Fox, Mackenzie Smith, Amber Hill. And they were all splendid!

After that, there came the time to roll the dice, time for the lottery drawing. The lucky ones got books

and teaching resources from sponsoring bookshops and organizations. And the luckiest one among us got a free Teacher Training Programme in Devon.



Finally, the last but not the least the important part of the conference was the ELTAM Board election. The newly elected President, Vice President and Board members were: Dragana Radoman (President), Zorka Radonjić (Vice President), Tanja Đonlaga, Kristina Šebek, Božidar Bukilić, Gordana Vuković, Ivana Radulović, Natalija Savićević, Milka Cerović, Marija Bojić, Milena Danilović, Svetlana Kandybovich and me.

Being on stage and facing my fellow teachers, I felt very honored and determined to give the best of myself to breathe a new strength into the newly established ELTAM, which would serve as a safe harbor and a spring of life for all the teachers who want to develop professionally and connect and cooperate with other teachers around the globe.



# THE COZIEST CONFERENCE IN EUROPE

## The report from IATEFL conference in Slovenia

By Dragana Radoman



website, presentations, technology – being only one part of ELT classroom.

From all the above mentioned, I am certainly looking forward to using TED talks, making short video sequences with my students. I have watched several TED talks, never realising that there is actually a platform TED-ed, which has been made for using those motivational and inspiring talks in the classroom, where we can download already prepared lesson plans or upload our own.

Having overheard one conversation about using mobile phones in the classroom which is usually not allowed in the classroom, made me aware how useful they can be and encouraged me to try short videos in my classroom. After all, aren't we all aiming to teach functional language and skills?

It's been a month since I came back home from the IATEFL Slovenia conference – truly the coziest one I have ever attended. Impressions still haven't faded and motivation has remained the same.

Firstly, I highly appreciated the hospitality of the Slovenian organizational team we cooperated mostly with (Lea, Dragana and Sandra) and their effort to make the conference both educational and enjoyable. Needless to say they successfully accomplished the aim of combining learning and fun.

The topics of the workshops made me wonder - What is the best way of teaching in the 21<sup>st</sup> century? Is it better to pre-plan a lesson in detail or to teach unplugged, both according to the needs of students? So many different perspectives were offered - music and rhythm, fun and games, toys, personalized pictures/photos, critical thinking, portfolios, short movies, TED-ed website, presentations, technology –



What I find extremely valuable is the fact that I met many fellow teachers and I made many contacts during the conference. There were teachers not only from Slovenia, but also from the countries involved in RELO project such as Albania, Bosnia and Herzegovina, Croatia, Macedonia, Serbia, among other countries as well. We all shared the common aim of providing our students with possibilities to learn meaningful language in a positive atmosphere, immersing them in decision making processes and making a world a better place while growing up.

I enjoyed and shared the happiness of the team who won the journey to London and a teacher who won the journey to Devon. With so many teaching tips and activities offered and exchanged, it will be an enjoyable task to adopt or adapt them in order to improve my teaching practice. All those mentioned activities combined, beyond doubt, made this conference the coziest one in Europe!



I cannot fail to mention organised social events, which brought us together and bonded even more while counting stars by the pool or eagerly participating in the *Ultimate pub quiz*.





**Zorka Radonjic**  
Elementary school "Kekec" Sutomore

**"ADOPT, ADAPT, IMPROVE"**  
*IATEFL conference in Slovenia from another point of view*

The words are still ringing in my ears: "Would you like to attend a conference in Terme Topolsica, Slovenia?" I couldn't hide my excitement since I had never attended one. The arrangements were made and the two of us flew to Ljubljana soon afterwards to see what the conference was all about and what I came across was completely unexpected, but in all means positive.



This experience left a strong impact on me. Soon after very first steps on the Slovenian soil, I met our new friends from the RELO project. My colleague Dragana and I were invited by the Slovenian IATEFL as RELO participants. The main idea of this project was to make an alliance of the English teachers' associations of the Balkan countries for joint future projects and exchange of the experience - the idea worth spreading and working on.

However, that wasn't the only reason I liked the conference. There are so many of them with a similar topic. This one was special due to variety of its workshops and plenary sessions, the fact that we made lots of new contacts and met many educators and teachers from culturally different environments, having the same wish to enhance the language teaching and learning and having the same drive that made our teaching better and more interesting.



Plenary sessions were truly inspiring. One could learn a lot listening to Mojca Belak, Christine Coombe, Marjorie Rosenberg, Chaz Pugliese and Erika Osvath talks.

From the world within us, we (teachers) were advised to find the

strength that lurks the opportunity to rise and shine and express our leadership; to make us unstuck so we could leave our comfort zone; to use the unplugged approach when teaching, to explore the world of rhythm and rhyme. We enjoyed listening to them immensely. Having heard all of this, I got many ideas and techniques quite adaptable in my classroom.

The range of workshops was disparate. Participants got the chance to watch many teachers implement certain topics in the classroom; how the related activities work and how they can be adapted and improved: from using games, toys, media to stimulating students into using real language and motivating them in many ways. I was jotting down every advice applicable to my classroom.



Coffee breaks, meal times, evening gatherings, swimming in the pool made our stay there unforgettable. Meaningful conversations took place during lunch and dinner time, ideas were shared, and experiences were passed on - as well as the mutual understanding that we were all there because we are aware of the lifelong learning.

With regard to the venue...I can only say that it was a great choice. We had it all: accommodation, sessions and workshops. And above all, beautiful scenery.

On the last day of our stay in Slovenia, we managed to see a bit of Ljubljana. It was a sunny Sunday, a day perfect for enjoying the beauty of the city – its clean streets, people strolling or enjoying a cup of coffee in nearby cafés. It is most certainly the city where the past and the present cross in a mutual understanding and thus create amazing scenery. One can never get tired of walking over its bridges, passing by its churches, small shops, market places and unbelievable buildings. There is a little bit of something for every taste.



The IATEFL conference might seem solely dedicated to teaching (and it completely fulfilled its purpose), but on top of it, it was a homey, cheerful and cozy conference too.

As you can see I enjoyed visiting Slovenia and attending the conference. The only thing that I could add now is: I will be there again next year!

# SHARING IDEAS FOR ENGLISH CLASSROOM

## The Report from ELTA Serbia's 13<sup>th</sup> conference

By Danijela Minic

Before reading the text I recommend visiting the following site where you can download the program and get familiar with the topics.

<http://elta.org.rs/2015/04/25/elta-conference-programme-2015/>

Having assumed that all English classrooms were (or soon would be) equipped with technology, we started off the conference discussing various uses of that technology in the process of teaching or learning English, which is what we expected even from the very beginning by looking at the title of the conference.

We discussed that even having only one computer or smartphone, students and teachers can benefit from it due to internet access when applying all the techniques suggested to us at the conference.

I will summarize some of the sessions I attended and hopefully provide my colleagues who were not able to attend the conference with some useful information.

### *Going Digital: Digital Natives vs. Digital Immigrants*

Digital immigrants among us, teachers, may be occasionally puzzled before their computers and smartphones, but they have already learnt that their students, the natives, will gladly (mis)use the devices.

Debora Haley from the University of Oregon, opened the conference as the first plenary speaker offering ideas, which could help teachers talk students into using their computers and phones as learning tools. Here are some sites which she presented:

-Kathy Srock's guide to everything <http://www.schrockguide.net>

-Nik's learning technology blog <http://www.voxopop.com>

-audio discussions <http://webheadsinaction.org>

-Five Card Flickr Stories <http://5card.cogdo>

(Teacher gives students five cards which they use to create a story)

-<http://www.makebeliefscomix.com/>(creating comic strips)

-<http://www.voki.com/> - (speaking avatars)

-<http://learnenglishkids.britishcouncil.org/en/>

-<http://www.breakingnewsenglish.com/>(lesson plans)

-<http://www.eslvideo.com/> - (teaching based on videos)

-<http://www.lessonwriter.com/>

-Hot Potatoes - program (free download)

-TED Talks and TedEd

-Dave's ESL Cafe <http://www.eslcafe.com/>

-Storynory (audio books for children) <http://www.storynory.com/>

-<https://www.tigweb.org/> (for teens and young adults).

I hope you will find them useful while having fun as well.

Sound Ideas for the Language Classroom workshop was conducted by Mike Harrison who explored the use of short sound effects. In the nutshell: any kind of a mobile phone where you can find the option to make voice memos is your new tool.

Record 3-4 different sounds, play them to your students and ask them to connect all these sounds into a single story (e.g. alarm, people talking, applause). Feel free to record whatever you like and use it to inspire their imagination (ideal for speaking or writing exercises).

Find out more here

<http://thesoundbooksite.com>



Once more it has been proved that a picture is worth a thousand words. One plenary session and at least two workshops heavily stressed the use of images in English classrooms.

Paul Dummet had a task of rummaging through the archives of National Geographic in search of the best photos that could be used for the books he wrote. In his presentation he urged us to use provocative pictures that engage students without being too blatant.

When choosing pictures for classes he advised us to look for the ones

that will elicit emotional response, engage, support understanding of the discourse, extend knowledge of the world, stimulate discussion and make the learning last.



On the other hand, Katarina Ristanovic put an emphasis on mental images and showed us how they can be used to create interesting tasks for students. For example, she connected abstract nouns and mental images. In this task a teacher can choose several abstract nouns such as freedom or beauty and after dividing students into groups, the teacher would give each group a word. Their task would be to individually write down what they see when they think of these words and later use these notions to write poems.

Fill in the gap: *old dilemmas* \_\_\_\_\_ solutions (old/new)

*Never say never*

At the beginning of his speech, Rob Dean posed a question along these lines: "*How many of you still apply the rules you were told before you started teaching?*" He was rather pleased to find out that he was not the only one breaking them.

However, the question was: if the same rules were broken? He was taught not to use the students' first

language in the classroom, not to ask them to read aloud or not to speak more than them. He justified his actions.

These are the conclusions:

Attacking new learners with English sentences when they can barely mutter several words may seem overwhelming and off-putting.

There is no need for troubling them and yourself to explain the meaning of a word when only one word in their mother tongue would suffice. Reading aloud in order to understand is pointless but reading aloud to practice pronunciation is highly recommendable. Furthermore, it can be fun, especially when students are supposed to read dialogues.

Listening and just nodding happens in a perfect world where students are always inspired to talk. Teacher can easily get trapped by a couple of dominant students who seize the opportunity to have an interlocutor. On the other hand, teacher talking time used properly is more efficient than a short text (Dean demonstrated it as a presentation of the 3<sup>rd</sup> conditional which can be recognized in an engaging story told by a teacher rather than in a short unamusing text given in a course book).

He also suggests that writing should be done in class, approves teacher-centered approach when teachers finds it suitable and does not find working in teams always necessary.

### *Reader's Theatre*

Ivana Bankovic, a primary school



teacher, presented the reader's theatre strategy which perfectly expands Rob Dean's idea of reading aloud. Teacher chooses the right texts, adapts them if necessary, assigns roles and fun may begin. Students are not required to memorize lines and do not need to bring props. This is an activity recommended for young beginners who can improve their reading, but also practice comprehension skills since the performance relies on their voice, facial expressions and gestures. To see this type of performance, type "reader's theatre" on YouTube where you can find various videos.



### *Dynamic Speakers*

Just like children who feel more safe on their bikes and want their stabilizers to be removed students who read aloud and act will soon be able to do it without reading which also means that they will be able to give presentations.

However, becoming a successful presenter is a daunting task for many students and this is where Kevin Maher's advice can be taken.

In the workshop he presented a set of exercises which help students become better speakers especially if they are in Primary schools. These exercises are short, resemble ice-breakers and always include more than one student.

According to Maher, a student who wants to be a good presenter should pay attention to the eye contact, fluency and posture.

### *Eye contact*

The students in the audience will quickly get bored if a speaker avoids making eye contact with them. He/she should neither watch at the back of the room nor stare at their (best) friend. The speaker should regularly make eye contact with different students while making points. Maher suggests the following exercise: a student stands up and makes an eye contact with another student from the class while pronouncing one Mississippi, then he/she looks at someone else and utters two Mississippi and counts like this several times. This should help students get used to making eye contacts with others from the class while pronouncing one Mississippi, then he/she looks at someone else and utters two Mississippi and counts like this several times.

This should help students get used to making eye contacts with others.

### *Fluency*

Noise fillers are the greatest threat to a successful presentation. Students tend to hesitate but not silently. *Uh, like, errr, ahm*, are there to buy some time for them but also to irritate the listeners. Teachers should help students get rid of them and while practicing speaking, they should insist on excluding noise fillers reminding their students that others will pay more attention to their presentation when they make a silent break.



### *Posture*

Maher suggests an interesting exercise that may seem rather simple but effective: ask your students to come out in front of the class but to walk confidently and proudly, to stand straight and not to fold their arms.

They should utter at least one sentence, preferably a proverb and the rest of the class will applaud in approval. This will boost their confidence.

In his classes he usually appoints "eye contact gurus" who count how many times the speaker made an eye contact with them or he asks students to note down and later count noise fillers. This is how speakers can track their progress.

## *New taste*

Various other speakers addressed interesting ideas and we were able to participate in different workshops. Some of them addressed the use of coursebooks and dogma-approach, motivation and assessment, error correction etc. but I chose the ones I thought would be the most helpful having in mind that they should reflect the topic of the conference.

All in all, take into consideration the conclusion of Nathan William Meyer's presentation on educating today's students, which highlighted the new trend in 21<sup>st</sup> century teaching:

We (teachers) are no longer the gatekeepers of knowledge and we should teach students how to look for useful information on the Internet which will help them broaden their knowledge. He especially emphasized the importance of YouTube where videos on almost any topic can be found.

His idea is that a teacher should resemble a coach rather than an army officer.

I hope that this short overview has given you at least a glimpse of the conference and that you will come up with some new ideas for your classes. Whether you are a digital immigrant or a digital native the Internet is here to offer countless possibilities for both teachers and students. Feel free to explore.





**Milka Cerovic**  
Elementary school "Jovan Draganic"  
Niksic

## CREATING A REAL-WORLD CONNECTION

*3<sup>rd</sup> TETA Bosnia and Herzegovina conference*

When I started writing this article I had a lot of questions on my mind. What should I say about my first conference outside of the Montenegrin borders? How to emphasize the most important when you are full of impressions and everything seems important?

That's the reason I wanted to be as objective as I can and point out the facts that had the most impact on me.

Conferences have always attracted me. Prominent speakers, creative workshops, meeting new people and building friendships are definitely the key features of these events. The first conference I had a privilege to attend was the 3<sup>rd</sup> Bosnia and Herzegovina Conference, held in Tuzla on 12<sup>th</sup> and 13<sup>th</sup> June, 2015.

Our journey (and by 'our' I mean two dear colleagues of mine who came along Dragana Radoman and Zorka Radonjic) to Bosnia was quite long, but it was worth a long drive. We enjoyed travelling through Bosnian landscape, surrounded by high mountains and clear rivers. From the first moment spent in Tuzla the girls from Tuzla English Teachers' Association (TETA) did their best to make our stay in this country pleasant, full of hospitality and eagerness to make us feel as if we were home.

A lot of speakers and teachers from different countries attended this event: the USA, UK, Austria, Hungary, Serbia, Slovenia, Croatia, and Montenegro, the latter being there for the first time. All of us went there with the same goal: to learn, share ideas and experiences and thus give our students best possible opportunities to learn the English language. The title of the conference 'Creating a Real World-Connection' best describes its diversity.

The beginning of the conference immediately caught our attention. Tuzla choir and their amazing singing skills were a perfect intro to this event.



There were some great plenary speakers: Maggie Sokolik, English Language Specialist - University of California, Berkley, who spoke about *Massive Open Online Courses* as a way for teachers to move forward with technological changes. Philip Kerr, a teacher trainer, lecturer and materials writer, who left a special impact on me and whose topic: *'The Learners' Own Language'* was a reminder that teachers sometimes forget how important students' language is and that it has an inevitable role in learning another language.



George Kokolas from the UK, Express Publishing, recommended the book *"Brain Rules"*, written by John Medina, to help teachers understand what the brain needs to absorb and retain information. He helped us see how significant it is to offer students plenty of diverse and meaningful activities and topics, to stimulate their senses and pull out the best of them.

Eric Bergman from the UK, Pearson, and his topic: *"The Choice is Yours"* made me think how difficult sometimes it is to make a right choice in the classroom in relation to:

a) the aim of making the most beneficial what brain needs to absorb and retain information,

b) how significant it is to offer students plenty of diverse and meaningful activities and topics,  
c) to stimulate their senses and pull out the best of them.

Visnja Pavicic Takac from Osijek talked about what we rely on in our teaching: is it intuition, experience or we follow the conclusions and recommendations of scientific research?



This conference was an excellent occasion for teachers to share practical tips and activities that are applicable in the classroom through different workshops.

Sandra Vida, IATEFL Slovenia, teased us with her ideas on how to spice up lessons with songs students like listening to outside the classroom.

Our colleagues Dragana and Zorka used games in a creative way and showed us how teaching and learning at the same time can be fun, while Sanja Conjagic and Sonja Josipovic from Serbia, *Education Centre*, shared their ideas on how to avoid 'boring reading' and make texts more enjoyable for students.

The Closing Ceremony was exceptional because of the Prize Draw:



*What can I say in the end?*

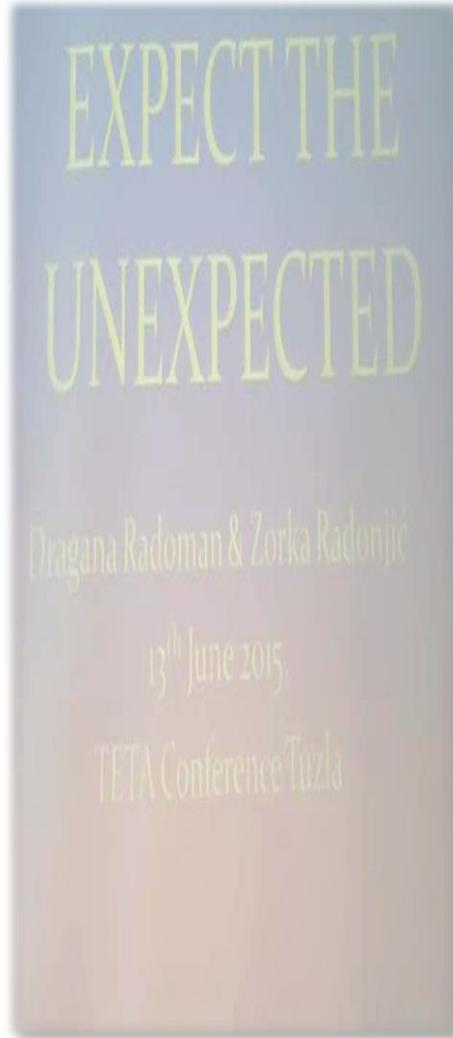
Dear colleagues: don't miss your opportunities to attend events like these, because you won't regret. I am very pleased to have been in Tuzla and I will gladly get back to each conference again.

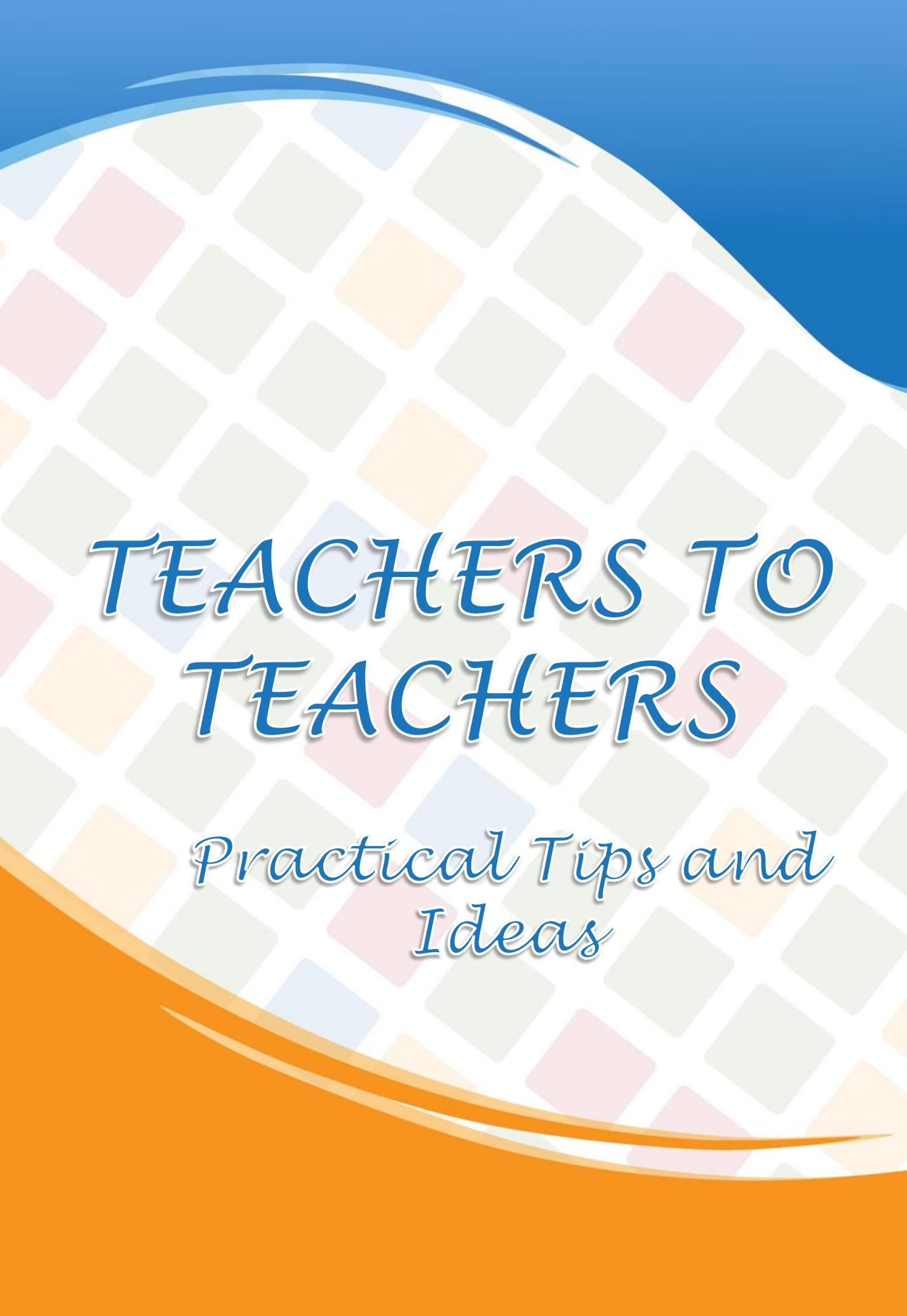
devoted to *Share(ing) One Language (SOL)*, SOL awarded three prizes: two for the camp in Devon and one for the camp in Slovakia and Serbia.

The conference in Tuzla justified its title and its goal. We all got back home with practical tips of immense benefit for our students.

Despite the tight schedule of activities, we had time to create world connections not only through learning but also through socializing.

We enjoyed karaoke night, traditional dances and dancing in the streets. Tuzla sightseeing, meeting people with different cultures and traditions, tasting traditional Bosnian food had a great influence on us.



The book cover features a central grid of squares in various colors (blue, green, orange, pink) on a white background. This grid is framed by a blue curved border at the top and an orange curved border at the bottom. The title is written in a blue, stylized font with a white outline and a drop shadow.

# TEACHERS TO TEACHERS

*Practical Tips and  
Ideas*

# CONDITIONAL SENTENCES

By Zorka Radonjić

## ZERO CONDITIONAL



If you heat ice, it...

## ZERO CONDITIONAL



If you heat water to 100 C, it...

## ZERO CONDITIONAL

➤ Join the sentences:

If you heat ice, it turns to water.

If you heat water to 100 C, it boils.

Zero Conditional is used to talk about things which are always true - scientific facts, general truths etc....

It is formed:

**IF**

**MAIN**

**Simple Present**

**Simple Present**

# CONDITIONAL SENTENCES

## ZERO CONDITIONAL

➤ Join the sentences:

If you heat water,	you get green.
If you mix blue and yellow,	you die.
If you don't eat,	it boils.

## ZERO CONDITIONAL



If you break a mirror, you...

## ZERO CONDITIONAL



If it's sunny, we...

# CONDITIONAL SENTENCES

## FIRST CONDITIONAL

If you break a mirror, you will have seven years of misfortune/ bad luck.

If it's sunny, we will go for a walk.

First Conditional is used to talk about things which are real and possible to happen-MAY HAPPEN-in the present or in the future.

It is formed:

IF	MAIN
Simple Present	Will + infinitive

## FIRST CONDITIONAL

- Join the sentences:

If it is sunny,	he'll be very happy.
If you study hard,	we'll go to the park.
If we take John,	you'll pass the exam.

## SECOND CONDITIONAL



If I had lots of money, I...



# CONDITIONAL SENTENCES

## SECOND CONDITIONAL



If dogs had wings, they...

## SECOND CONDITIONAL

If I had lots of money, I would buy a big house.

If dogs had wings, they would fly.

Second Conditional is used to talk about things which are unreal-NOT TRUE OR NOT POSSIBLE-THINGS WHICH WON'T OR DON'T HAPPEN-in the present or in the future.

It is formed:

IF	MAIN
Simple Past	Would + infinitive

## SECOND CONDITIONAL

- Join the sentences:

If I were rich,	he wouldn't tell it to Tom.
If you studied more,	I would travel around the world.
If Tony knew that,	you would pass your test.



**Marija Bojic**  
Elementary school "Oktoih" Podgorica

## *Tips For Developing Listening Skills*

As you know, listening is one of the four main skills for learning any foreign language. It is important for students to practice listening using different sources.

Using popular songs for teaching 1<sup>st</sup> and 2<sup>nd</sup> type of conditional sentences you are practicing listening and speaking skills as well. In an interesting way students will remember this grammar point and they will try to find some more songs containing conditional sentences. You can copy lyrics on separate worksheets or just play the songs and let them figure out the rules.

Examples:

### **1. Listen and complete the missing words.**

#### **a) 1<sup>st</sup> conditional - "If you don't know me by know" - Simply Red.**

\_\_\_\_\_ you \_\_\_\_\_ me by  
now,  
You \_\_\_\_\_ never never never  
\_\_\_\_\_ me.

All the things  
That we've been through  
You should understand me

Like I understand you  
Now girl I know the difference  
Between right and wrong  
I ain't gonna do nothing  
To break up our happy home  
Don't get so excited  
When I come home  
A little late at night  
Cos we only act like children  
When we argue fuss and fight.

\_\_\_\_\_ you \_\_\_\_\_ me by  
now,  
You \_\_\_\_\_ never never never  
\_\_\_\_\_ me.

#### **b) 2<sup>nd</sup> conditional - "Hero" - Enrique Iglesias**

\_\_\_\_\_ you dance \_\_\_\_ I asked  
you to dance?  
Would you run and never look back?  
Would you \_\_\_\_\_ if you \_\_\_\_\_ me  
crying?  
Would you save my soul tonight?

\_\_\_\_\_ you \_\_\_\_\_ I  
\_\_\_\_\_ your lips?  
Would you laugh? Oh, please tell me  
this.  
Now would you die for the one you  
love?  
Hold me in your arms, tonight.

After completing the song, students need to identify tenses used in selected sentences and to try to explain the meaning of the conditional sentences.

The nice touch is to play the song/songs while they are entering the classroom, they will be puzzled and interested for the lesson right away, maybe they will start to dance – which is great!

It is easy to download songs from YouTube and you just need a CD player...and the party can start.

Listening to a story on CD can be a very interesting experience.

Developing listening and speaking skills as well as expanding vocabulary are the main goals of the lesson.

It can last for two classes, depending on the number of chapters in the story. Recommendation is to stop the CD after every chapter and to ask students to sum up what they heard. Explain the unknown words to students and ask them to define some of the vocabulary you consider to be important or give them definitions on the worksheet so they can do it in pairs. Younger students can draw the cartoon or comic about the story.



<http://www.eltam.me/>

<https://www.facebook.com/eltam.udruzenje/?fref=ts>



**Milena Danilovic**  
Elementary schools “Radoje Cizmovic”  
and “Dusan Bojovic” Niksic

## WHY UNPLUGGED?

Unplugged way of teaching is my favourite. Even when I have a detailed lesson plan, which, I have to admit, I rarely have in such a form, I can't help but go unplugged for at least one part of the lesson.

Since it seems to me that there isn't a clear perception of what it really means to teach unplugged I would like to say a few words about my own idea of such way of teaching.

From my point of view teaching unplugged doesn't mean that you are going to the classroom without a lesson plan but, on the contrary, it means that you are making a quick lesson plan at the very scene of the lesson. Actually, as I like to say, you are going with the flow, or, adapting the lesson to your students' needs. We do know our students, that's true, but we can't know what will they be up to at the moment we enter the classroom. They could had studied hard all day before, they could had had a difficult exam just before your class, they could had had an argument, or an interesting discussion that they would love to continue, and so on...

I suppose that it doesn't sound really inspiring to deal with all these things when we have in mind all the other things we have to do both at work and at our homes.

The everyday life is absolutely too fast and exhausting, and it seems that there is no space for creativity or anything that exceeds our obligations. But, I'm sure that all teachers want their students to acquire the knowledge. This is the point where unplugged teaching has its important role.

Imagine yourselves when you were kids. What do you remember the most? I'm sure that the first things that come to your mind are the things that somehow surprised you but, in the same time, engaged your whole being. So, if having this in mind, we must agree that unplugged teaching is the best way of making your students remember, and enjoy. They would love to let their energy out and move mountains, but not always in the way you had planned it to be. If you succeed to feel that moment when you should go unplugged and just let their energy lead you than you are going to move the mountain together.

One more fantastic benefit of teaching unplugged occasionally is that you are making your classroom a safe environment not only for your students, but also for yourself.

Students know that you aren't going to let anything just pass without your complete attention and

devotion and you know that your lessons will make you feel relaxed and successful. Although your students will feel as though they are in control of the situation, you are the one who will be in charge.

Why?

***Because you are the one who is making changes.***

However, in order not to bother you with so much theory, I would like to mention one example from my own classroom when I decided to go unplugged.

One of the most boring lessons for me is learning directions, sixth grade. I went to school that morning planning to make some drawings of different places in town on pieces of paper with my students, put them on the floor and play a game of giving directions. I did that, but, at one moment it became so boring that I just had to do something different.

Then I said to my students: "Ok, now you are going to walk through the school building.

They all looked at me, with their mouth wide open, and asked: "Really?" I said: "Yes, but you can't go anywhere before you write me the direction to the place I want to go."

Then I divided them into small groups and gave different tasks (headmaster's office, gym...).

They started writing and finished in a few minutes. We set off for our "journey". They read the instructions and we walked slowly through the school corridors. We came across some teachers and students who were surprised by seeing us there in the middle of the class, but that made my students even more proud and happy. We went back to the classroom and, afterwards, at the break, I heard them saying instructions loudly and laughing. That was something to remember, both for me, and for them.

This was one of the examples of going unplugged, I promise a lot more. I hope you'll find it useful.





# PRINT AND USE

*Materials for  
creative teaching*

# CONDITIONAL SENTENCES

By Zorka Radonjić

## ZERO, FIRST AND SECOND CONDITIONAL

### Zero Conditional



1. If you (not drink) \_\_\_\_\_ water for some time, you (die) \_\_\_\_\_.
2. If you (mix) \_\_\_\_\_ blue and yellow, you (get) \_\_\_\_\_ green.
3. If I (eat) \_\_\_\_\_ cinnamon, I (get) \_\_\_\_\_ rash.
4. If you (keep) \_\_\_\_\_ food out of the fridge, it (go) \_\_\_\_\_ bad quickly.
5. Pupils (not go) \_\_\_\_\_ to PE classes if they (be) \_\_\_\_\_ sick.
6. If you (put) \_\_\_\_\_ a wet finger into the socket, you (get) \_\_\_\_\_ electrocuted.

### First Conditional



1. If you (not hurry) \_\_\_\_\_, you (be) \_\_\_\_\_ late.
2. I (not go) \_\_\_\_\_ if you (not come) \_\_\_\_\_ with me.
3. If it (rain) \_\_\_\_\_, I (open) \_\_\_\_\_ the umbrella.
4. Our team (win) \_\_\_\_\_ if they (play) \_\_\_\_\_ well.
5. Harry (travel) \_\_\_\_\_ to Rome if he (get) \_\_\_\_\_ a day off.
6. My baby brother (cry) \_\_\_\_\_ if I (not feed) \_\_\_\_\_ him soon.

### Second Conditional



1. She (not be) \_\_\_\_\_ lonely if she (have) \_\_\_\_\_ more friends.
2. If I (be) \_\_\_\_\_ you, I (tell) \_\_\_\_\_ the truth.
3. Sarah (lose) \_\_\_\_\_ more weight if she (eat) \_\_\_\_\_ less.
4. If pigs (can/fly) \_\_\_\_\_, they (run) \_\_\_\_\_ away from people.
5. If John (inherit) \_\_\_\_\_ some money, he (buy) \_\_\_\_\_ a big house.
6. If my aunt (live) \_\_\_\_\_ closer, I (visit) \_\_\_\_\_ her more often.

### Complete the conditional sentences.

1. If my sister (take) \_\_\_\_\_ penicillin, she (have) \_\_\_\_\_ an allergic reaction.
2. If you (drop) \_\_\_\_\_ a glass, it (break) \_\_\_\_\_.
3. If boys (sing) \_\_\_\_\_ better, they (win) \_\_\_\_\_ the contest.
4. If I (speak) \_\_\_\_\_ Japanese, I (work) \_\_\_\_\_ in a big Japanese company.
5. If you (put) \_\_\_\_\_ cold eggs in hot water, they (crack) \_\_\_\_\_.
6. Hannah (help) \_\_\_\_\_ her family if she (have) \_\_\_\_\_ more time.
7. I (buy) \_\_\_\_\_ those shoes if they (be) \_\_\_\_\_ cheaper.
8. If the weather (be) \_\_\_\_\_ rainy, we (not go) \_\_\_\_\_ to the zoo.
9. The alarm (start) \_\_\_\_\_ if there (be) \_\_\_\_\_ smoke.
10. If I (be) \_\_\_\_\_ you, I (see) \_\_\_\_\_ a doctor.
11. I (make) \_\_\_\_\_ a cake if they (come) \_\_\_\_\_.

# IRREGULAR VERBS

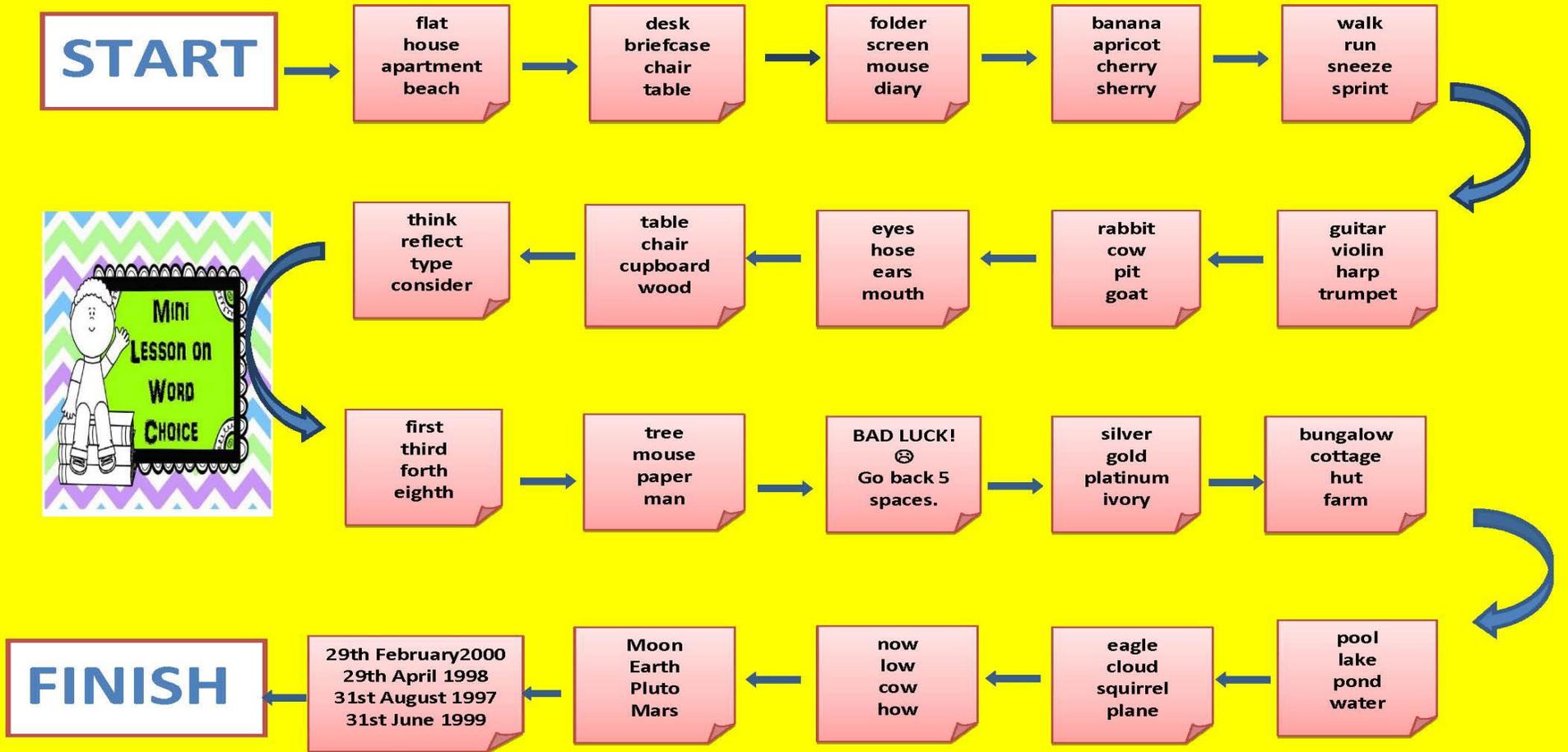
By Zorka Radonjic

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
BE /bi:/	WAS/WERE	BEEN /bi:n/
BECOME /bɪ 'kʌm/	BECAME /bɪ 'keɪm/	BECOME /bɪ 'kʌm/
BEGIN /bɪ 'gɪn/	BEGAN /bɪ 'gæn/	BEGUN /bɪ 'gʌn/
BITE /baɪt/	BIT/bit/	BITTEN /'bɪtn/
BLOW /bləʊ/	BLEW /blu:/	BLOWN /bləʊn/
BREAK /breɪk/	BROKE/brouk/	BROKEN/'broukən/
BRING/briŋ/	BROUGHT/brɔ:t/	BROUGHT/brɔ:t/
BUILD/bɪld/	BUILT/bɪlt/	BUILT/bɪlt/
BURN/bɜ:rn/	BURNT/bɜ:rnt/	BURNT /bɜ:rnt/
BUY/baɪ/	BOUGHT/bɔ:t/	BOUGHT/bɔ:t/
CATCH /kætʃ/	CAUGHT/kɔ:t/	CAUGHT/kɔ:t/
CHOOSE /tʃu:z/	CHOSE /tʃouz/	CHOSEN/'tʃouzən/
COME /kʌm/	CAME/keɪm/	COME/kʌm/
CUT/kʌt/	CUT/kʌt/	CUT/kʌt/
DO /du:/	DID/dɪd/	DONE /dʌn/
DRAW/drɔ:/	DREW/dru:/	DRAWN/drɔ:n/
DRINK/driŋk/	DRANK/dræŋk/	DRUNK /drʌŋk/
DRIVE/draɪv/	DROVE/drov/	DRIVEN/'drɪvən/
EAT/i:t/	ATE/et/	EATEN/'i:tn/
FALL/fɔ:l/	FELL/fel/	FALLEN/'fɔ:lən/
FEED/fi:d/	FED/fed/	FED/fed/
FEEL/fi:l/	FELT/felt/	FELT/felt/
FIGHT/faɪt/	FOUGHT/fɔ:t/	FOUGHT/fɔ:t/
FIND/faɪnd/	FOUND/fəʊnd/	FOUND/fəʊnd/
FLY/flaɪ/	FLEW/flu:/	FLOWN/fləʊn/
FORGET/fər 'get/	FORGOT /fər 'gɒt/	FORGOTTEN /fər 'gɒtn/
FREEZE/fri:z/	FROZE/frouz/	FROZEN/'frouzən/
GET/get/	GOT/gɒt/	GOT/gɒt/
GO/gəʊ/	WENT/went/	GONE/gɒn/
GIVE/gɪv/	GAVE/geɪv/	GIVEN/'gɪvən/
GROW/grou/	GREW/gru:/	GROWN/groun/
HAVE/hæv/	HAD/hæd/	HAD/hæd/
HEAR/hɪər/	HEARD/hɜ:rd/	HEARD/hɜ:rd/
HIDE/hɑɪd/	HID/hɪd/	HIDDEN/'hɪdn/
HIT/hɪt/	HIT/hɪt/	HIT/hɪt/
HOLD/həʊld/	HELD/held/	HELD/held/
KEEP/ki:p/	KEPT/kept/	KEPT/kept/
KNOW/nəʊ/	KNEW/nu:/	KNOWN/nəʊn/
LEARN/lɜ:rn/	LEARNT/lɜ:rnt/	LEARNT/lɜ:rnt/
LEAVE/li:v/	LEFT/left/	LEFT/left/
LOSE/lu:z/	LOST/lɒst/	LOST/lɒst/
MAKE/meɪk/	MADE/meɪd/	MADE/meɪd/
MEET/mi:t/	MET/met/	MET/met/
PAY/peɪ/	PAID/peɪd/	PAID/peɪd/
PUT/pʊt/	PUT/pʊt/	PUT/pʊt/
READ/ri:d/	READ/red/	READ/red/
RIDE/raɪd/	RODE/roud/	RIDDEN/'rɪdn/
RING/rɪŋ/	RANG/ræŋ/	RUNG/rʌŋ/
RUN/rʌn/	RAN/ræn/	RUN/rʌn/
SAY/seɪ/	SAID/sed/	SAID/sed/

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
SEE/si:/	SAW/sɔ:/	SEEN/si:n/
SELL/sel/	SOLD/səʊld/	SOLD/səʊld/
SEND/send/	SENT/sent/	SENT/sent/
SHINE/ʃaɪn/	SHONE/ʃəʊn/	SHONE/ʃəʊn/
SING/sɪŋ/	SANG/sæŋ/	SUNG/sʌŋ/
SIT/sɪt/	SAT/sæt/	SAT/sæt/
SLEEP/sli:p/	SLEPT/slept/	SLEPT/slept/
SPEAK/spi:k/	SPOKE/spəʊk/	SPOKEN/'spəʊkən/
SPEND/spend/	SPENT/spent/	SPENT/spent/
STAND/stænd/	STOOD/stəd/	STOOD/stəd/
STEAL/sti:l/	STOLE/stəʊl/	STOLEN/'stəʊlən/
STICK/stɪk/	STUCK/stʌk/	STUCK/stʌk/
SWEEP/swi:p/	SWEPT/swept/	SWEPT/swept/
SWIM/swɪm/	SWAM/swæm/	SWUM/swʌm/
TAKE/teɪk/	TOOK/tʊk/	TAKE/'teɪkən/
TEACH/ti:tʃ/	TAUGHT/tɔ:t/	TAUGHT/tɔ:t/
TELL/tel/	TOLD/təʊld/	TOLD/təʊld/
THINK/θɪŋk/	THOUGHT/θɔ:t/	THOUGHT/θɔ:t/
THROW/θrou/	THREW/θru:/	THROWN/θroun/
UNDERSTAND /ʌndər 'stænd/	UNDERSTOOD /ʌndər 'stəd/	UNDERSTOOD /ʌndər 'stəd/
WAKE/weɪk/	WOKE/wəʊk/	WOKEN/'wəʊkən/
WEAR/weər/	WORE/wɔ:r/	WORN/wɔ:rn/
WIN/wɪn/	WON/wʌn/	WON/wʌn/
WRITE/raɪt/	WROTE/rəʊt/	WRITTEN/'rɪtn/

You can practise your pronunciation on the following address:  
[http://cambridgeenglishonline.com/Phonetics\\_Focus/](http://cambridgeenglishonline.com/Phonetics_Focus/)  
 Click on **Phonemic Chart**. There you can practise pronouncing and have fun at the same time. There are many interesting games on this webpage.

# Which word is the odd one out? Why?



## INSTRUCTIONS:

1. Have students sit in groups of 3-4. For each group provide a Board Game sample.
2. Determine who goes first and progress following the arrows, one student from each group at the time.
3. Each player rolls the dice in turns.
4. On their turns, the students move their game pieces along the path according to the number of tiles/spaces indicated by the dice.
5. When a student lands on a tile/space, he/she must choose one of the four words which, according to his/her opinion, doesn't fit into the general meaning defined by the other three words, and explain why. If there is more than one possible/logical answer, the other groups are asked to agree on the most logical one. If the agreed solution from other groups matches the one given by the student, his group moves on, if not, the group stays on the tile/space they were before rolling the dice.
6. Encourage the players to be creative. Remind them how to express their opinion using 'I think', 'in my opinion', 'the word ....doesn't fit because...', 'I don't agree with...because...'.
7. Have students make a sentence with all four items in it. It can be fun!
8. The game continues until one of the groups reach the FINISH space.

# TOP 5 REASONS WHY YOU SHOULD

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