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APRIL 2019 EDITORIAL

ELTA would cordially like to invite you to check out this special pre-conference issue of our publication. This issue brings our annual conference closer to our readers – and the conference is rather close. In this special issue, we would like to shed more light into our plenary speakers who kindly accepted to be interviewed by our **Vicky Papageorgiou**. Our **A Day in the Life of** section this time consists of six interviews with our distinguished guests who we are about to welcome in Belgrade – **Beverly Ann Chin, Mike Shreeve, Linda Steyne, Fiona Dalziel, Alistair Starling** and **Matthew Fitzjohn**. Our guests share their thoughts about their professional life, their view of the biggest challenges in our profession at present and in the future, their routine and how they manage to keep their motivation high, as well as their future plans. We sincerely hope that you will enjoy the interviews, as well as our conference on 10th and 11th May at the Teacher Education Faculty in Belgrade - <http://elta.org.rs/2018/06/07/2019-elta-conference/>. We all look forward to seeing you in May in Belgrade!

Speaking of conferences, as well as what membership in our association brings to our members, make sure to check our **ELT FLASH** section – we have two reports from our members. **Aleksandra Jevtovic** shares her experience from being an ELTA representative at the IATEFL for the Associates' Day. **Milica Vojvodic** shares her experience and reflections upon the 26th IATEFL Slovenia Conference held in Terme Topolšica in March. Be active and patient – the next call for representatives might be just for you! In addition, **Aleksandra Jevtović** interviewed **Hugh Dellar, Herbert Puchta, Mario Rinvoluceri** and **Scott Thurnbury** on their thoughts about why membership in local teachers' associations matters. You can also mark some of the events stated in our **Upcoming Events** page in your calendars.

We would like to thank our long-term contributor and dear colleague **Svetlana Gavrilovic** who regularly updates us about all the wonderful and creative events they hold in Užice. Her contribution about the Catcher in the Rye quiz is also a part of our **ELT Flash** columns in this issue

Furthermore, we bring the **First Aid Kit for Teachers**, this time by **Nevena Stoilkov** who shares creative activities about Easter! Just in time!

We hope you will also enjoy the **students' corners** – this time a reflection about Botswana! by **Aleksa Sotirov**, a wonderful poem by **Aleksandra Kiković**, as well as four poems on

happiness by **Valentina Grbić, Ivana Anđić and Milica Jablanović, Danilo Zdravković and Nikolina Milić** who are students of the Užice Grammar School.

The ELTA editorial team would once again like to invite all our readers to contribute with articles for our publication and we sincerely hope to see you in Belgrade soon!

The Editorial Team

A day in the life of.....
our plenary speakers for the 17th ELTA Serbia Conference
Vicky Papageorgiou, ESL/EAP instructor, Thessaloniki, Greece

Interview with Beverly Ann Chin



Dr. Beverly Ann Chin is Chair of the English Department, Director of the English Teaching Program, Director of the Montana Writing Project, and former Director of Composition at the University of Montana.

In 1995-1996, Dr. Chin served as President of the National Council of Teachers of English (NCTE), a professional association of literacy educators, kindergarten through graduate school.

Formerly a high school English and adult education teacher, Dr. Chin has taught at several universities, including University of New Orleans, Arizona State University, and University of Central Florida. She earned her B.A. and M.A. from Florida State University and her

Ph.D. from University of Oregon.

Dr. Chin is a highly respected leader in English literacy standards, curriculum, instruction, and assessment. She served on the National Board for Professional Teaching Standards, an organization dedicated to certification of accomplished teachers. As Senior Project Consultant for the *2011 Writing Framework of the National Assessment of Educational Progress (NAEP)*, Dr. Chin advocated for computer-supported writing assessment. She is an Expert Panelist for NBC Education's web-based resource, *The Parents' ToolKit*. A

popular keynote speaker and workshop leader, Dr. Chin regularly presents at conventions, such as National Council of Teachers of English, International Literacy Association, National Middle School Association, Association for Supervision and Curriculum Development, National Catholic Education Association, and Teaching English to Speakers of Other Languages (TESOL International). She greatly enjoys working with students and educators and presenting at conferences throughout the world. She has worked with schools and universities in Canada, Germany, France, England, Scotland, Ukraine, Czech Republic, Israel, New Zealand, People's Republic of China, Thailand, India, Pakistan, Nepal, Japan, Taiwan, Sri Lanka, Bangladesh, and Guam.

Dr. Chin has written, edited, and/or consulted on resources for teaching literature, reading, writing, and grammar. She was Senior Program Consultant for *Glencoe Literature, grades 6-12*. She was Contributing Editor for *Chinese-American Literature* (Globe) and Program Advisor for *Asian American Literature, African American Literature, Hispanic American Literature, and Native American Literature* (Glencoe). She was Senior Content Advisor and Web Writer for *Teaching Multicultural Literature: A Workshop for the Middle Grades* and featured as a Literary Scholar/Teacher Expert in *The Expanding Canon: Teaching Multicultural Literature in the High School*(Annenberg Media/CPB). Dr. Chin is now Senior Series Consultant for *Grammar for Writing, grades 6-12; Grammar Workshop, grades 3-5; and Writing Workshop, grades 6-12* (William H. Sadlier). She is also a National Consultant for AP English Literature and Composition.

Dr. Chin has received numerous awards, including the NCTE Distinguished Service Award, which recognized her valuable professional service, scholarly/academic distinction, distinguished use of language, and excellence in teaching. She has also received the Richard W. Halle Award for an Outstanding NCTE Middle Level Educator, the Rewey Belle Inglis Award from the NCTE Women in Literacy and Life Assembly, the Distinguished Educator Award from the Montana Association of Teachers of English Language Arts, the Distinguished Alumni Award from Florida State University College of Education, and the University of Montana Distinguished Teacher Award.

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Beverly Ann Chin : Thank you for this opportunity for me to share with your readers.

Vicky : Would you like to introduce yourself to our readers?

Beverly Ann Chin : I love the teaching profession and have many years of experience as a classroom teacher, a university teacher educator, and a national advocate for vibrant professional development and sound education policies. Currently, I am Chair of the English Department and Director of the English Teaching Program and the Montana Writing Project at the University of Montana in Missoula. I have had the honor of serving as President of the National Council of Teachers of English and as Board Member of the National Board for Professional Teaching Standards. In addition, I write textbooks for elementary and secondary students, create video programs on teaching multicultural literature, and present workshops at many state, national, and international conferences. I am delighted to be a plenary speaker at the 2019 ELTA conference in Serbia.

Vicky : What is the biggest challenge, in your opinion, that ESL teachers are facing today ?

Beverly Ann Chin : One of the biggest challenges facing ESL teachers today is helping our students value the learning of other languages. ESL teachers around the world tell me they are challenged to motivate their students to learn other languages, especially those languages that are not spoken in their immediate local communities.

As adults in today's global society, we know the benefits of learning other languages and discovering other ways of knowing. Our ability to communicate with people who speak other languages expands our understanding and appreciation of others and their cultures. When we learn about other languages and cultures, we also gain insight into our own language and culture.

As ESL teachers, we have the opportunity to open the world to our students. Through our teaching of ESL, we invite students to explore the richness and complexity of diversity

among people, perspectives, places, and times. As a result, we empower our students to be engaged members of their communities and to build a more peaceful, more joyful world.

Vicky : Can you tell us what your typical day might be?

Beverly Ann Chin : As a department chair, I have a flexible, but very full schedule. On average, I work “in the office” 10 hours a day. I also work on the weekends. To keep me organized, I write items in a daily calendar.

Each day is a unique combination of teaching classes, advising students, attending and/or leading meetings, writing reports, greeting visitors, consulting with other faculty and/or administrators, and supervising staff.

As the director of the English Teaching Program and the Montana Writing Project, I teach methods courses (and grade papers), observe beginning teachers in their field experiences, mentor experienced teachers in their teacher inquiry projects, read and give feedback on theses and dissertations, review manuscripts and journal articles, and write letters of recommendation for students who are applying for teaching positions and/or graduate school.

As a Board Member of Writing Coaches of Montana, I visit schools and mentor secondary students as they revise their classroom writing assignments.

At the end of each day, I reflect on the people I’ve assisted and the problems I’ve addressed. Then, I write in my calendar the things to do—and their deadlines—as well as longer-term projects and/or larger goals to accomplish.

Vicky : Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Beverly Ann Chin : I am very fortunate to have a career that I love. It’s a pleasure to teach students, to mentor educators, and to be a member of supportive professional learning communities. My energy comes from seeing my pre-service students grow into accomplished teachers who are committed to their own students’ academic and personal

success. My motivation stems from bringing people together to do good work for the benefit of others. As I participate in local, state, and national initiatives, I enjoy contributing to the development of standards, curriculum, and assessment. I enjoy sharing my experiences and insights with educators, parents, business people, policy-makers, and the public. As a leader, a mentor, and an advocate for education, I am energized by innovative, collaborative projects that empower our students and educators. Above all, I am sustained by my deep commitment to teaching for lifelong learning, to developing and nurturing friendships, and to serving others.

Vicky : Can you tell us what your plenary is going to be about?

Beverly Ann Chin : My plenary is titled “No Teacher is an Island—We are all Connected!” I’ll be sharing my experiences with mentoring, networking, and building professional learning communities. I’ll also suggest ways we can connect with others who share our vision of ESL teaching as a lifelong, purposeful, and joyful profession.

Vicky : Can you share with our readers any exciting plans for the future that you have?

Beverly Ann Chin : I have many exciting projects this summer. When I return to Missoula, Montana, I will go on a camping trip and immerse myself in the beautiful summer weather and spectacular landscape. I will begin revising an elementary textbook series titled *Grammar Workshop*, grades 3 through 6, which is published by William H. Sadlier. In addition to teaching a graduate course in June, I will make several presentations to international high school and college educators who are coming to the University of Montana to study American education. In July, I will be a speaker at the College Board’s Advanced Placement annual convention in Orlando, Florida, where I will also visit my family. I look forward to a very busy, productive, and rewarding summer!

Interview with Mike Shreeve



Mike Shreeve has taught in state schools, language schools and management academies. He has also worked in a business and professional context. The connecting principle is an interest in people and their psychology.

Mike is CELTA trained and a qualified coach who aims to enable students to realise some if not all their learning potential. He has taught for the last few years in Pilgrims summer teacher training school the coaching with NLP course and teaching “difficult learners”.

He has recently been involved in a large teaching project to enhance coaching and feedback skills to Ethiopian teachers- a welcome return to a country he worked in when qualifying as a

teacher. Outside of this he coaches individuals (mainly teachers, business owners and professionals) and is involved in several education projects. Until recently he has been a school governor.

Outside of professional life, Mike lives in Brighton and enjoys walking and contemplating the South Downs and is (healthily) obsessed with playing tennis.

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Mike Shreeve: It is a great honour and privilege to be invited to ELTA Serbia and I am truly looking forward to it.

Vicky : Would you like to introduce yourself to our readers?

Mike Shreeve: This is a trickier question than it seems since I have different roles, I work as a teacher trainer in Pilgrims summer school and on educational projects. A recent one was in Ethiopia to encourage teaching supervisors to adopt a coaching approach to observations. Outside of this I work as a language and management coach and as a part-time teacher. Until recently I was a school governor in a deprived area of Brighton that has gradually improved standards since the time it was burnt down by a disaffected student!

Vicky : What is the biggest challenge, in your opinion, that ESL teachers are facing today?

Mike Shreeve: It depends partly where you are working, I think in the state system (in the UK at least) we are looking to reach perfection through defining the teaching process. Whilst I agree that some definition is useful, we also need teachers to take risks and be creative and there is a danger of losing this. The irony is that teaching is a trial and error process that can lose its magic when over- prescribed. The attempt to force this can lead to teacher stress, over regulation and burn-out.

From a language teaching point of view how do we link the learning process to the teaching process. Is language a series of rules that we learn? What part of learning is a conscious effort and what part do we learn by unconscious patterning? The extent to which we intervene and where we intervene determines our style of teaching. I am an advocate of having a learning intention and themes with some objectives and the teacher getting out of the way sometimes. The question is what is the best balance between non-conscious and conscious learning processes and what areas should a teacher focus on to get the best results?

Finally, another important area is to ensure that there is not a mismatch between the classroom and the home or cultural environment. The challenge is how do we identify and harness different ways of learning, different beliefs and values so that each student feels included? Not easy!

Vicky : Can you tell us what your typical day might be?

Mike Shreeve: The joy (and sometimes scariness) of my life is that I have no typical day! A snapshot might illustrate this. Yesterday I was working with a department head who is trying to introduce more two-way feedback to her lesson observations, and we worked on how to get more input from the observed teacher. After that, I wrote the outline of a coaching programme that is due to run in the summer in Slovakia – a teachers’ retreat where teachers can recharge for a week. I am so excited by this project that is aimed at helping teachers relax and renew their approach. That evening, I taught English to a group of students who are based in a computer games factory. A topic they had chosen was short film, with some specialist terms relating to their video and graphic design work but also with some short films that have interesting points of view.

Vicky : Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Mike Shreeve: I have nearly always been a teacher but managed to adapt to many different situations. I have worked with all ages, in both a work and school - based context and particularly” difficult classes.” Looking back overtime I think the experience of some very tough schools and situations early on helped me absorb some people skills, another positive from adversity is when I have had very little resources, I have had to be creative. Because you can never predict how human beings will react, I never think of teaching as boring but as a roller coaster - sometimes exhilarating and other times emotionally draining.

Another important element is being part of a community of teachers. This is the power of numbers and the challenge, learning and support of a group such as ELTA, or IATFL or the Pilgrims’ community is so essential.

The most challenging classes, for me, are ones who don’t want to learn and will not engage. Usually there is a subculture of negative group dynamics. I used to get very down (and still do) when I have had a bad day, but over the years have developed more resilience and don’t take it so personally. I often get it wrong, and do not see myself as a perfect teacher however I think it is one of the best things to be doing with one’s life. So, in short, variety and always being appropriately challenged and supported is the answer!

Vicky : Can you tell us what your plenary is going to be about?

Mike Shreeve: the aim of the plenary is to explore and question whether the way we plan lessons is suitable for these times. Whether as well as cognitive progression of activities we might be looking for an emotional progression in the way that students can become engaged with the learning process and hence learn more effectively.

It has a second theme of how we can relate to the individual learner in a class of many. Is it to do with the numbers involved? How can we teach the individual and still stay coherent with the whole class? I am going to try to relate this to a few mathematical concepts as a way of seeing this, but don't worry if you are math's phobic -there will be no sums involved!

Vicky : Can you share with our readers any exciting plans for the future that you have?

Mike Shreeve: Over the next few months, there is the relaxation week in Slovakia and a busy summer in Canterbury with Pilgrims teaching two courses, NLP and coaching and supporting "difficult "learners' course which I share with Phil Dexter. I am hoping to go back to Africa in the winter, but no definite plans yet. I quite like the unfolding of life without too much planning, maybe this fits in with the theme of the plenary!

Interview with Linda Steyne



Linda (Lyn) Steyne is a South African born, American passport holder who's lived in Bratislava, Slovakia, longer than anywhere else. She's been an English language teacher for going on 30 years, teaching students aged nine and up in public primary and secondary schools, as well as at university. She's served as deputy head of a secondary school, bilingual programme coordinator, and teacher trainer/mentor of incoming English teachers. Lyn has taught academic writing, research skills, and English at both the university and secondary

school level, as well as short courses for Slovak journalists. She's the current (and founding) chair of the Slovak Chamber of English Language Teachers (SCELT).

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Linda Steyne: Thanks for asking me 😊

Vicky : Can you introduce yourself to our readers?

Linda Steyne: Surely! So, you know my name and that I'm an English language teacher and teacher trainer. I've taught all levels: primary through tertiary. I deal a lot with writing and editing. My passport is American, but I'm working on Slovak citizenship since I've lived in Bratislava longer than anywhere else and it really is home. Beyond that, I can't wait for spring!

Vicky : What is the biggest challenge, in your opinion, that ESL teachers are facing today ?

Linda Steyne: I've taught in the state school system for all but 2.5 years of my 30-year professional life, so my answer will be about the challenges facing teachers in public schools. And there are many. I really can't choose just one 'biggest' challenge because they're all intertwined. They're like separate cords that make up the rope that society uses to hang us – and education – on the gallows of 'production' and/or 'outcomes'. Let me explain.

To begin with, the vast majority of state school teachers in Central Europe (and many other places) do not earn a living wage nor are they respected for the work they do. For the most part, few countries in Central Europe invest enough money into their educational systems. At the same time, many governments have decided there are only two ways for our students to succeed: attend vocational schools in order to man the new factories built by foreign investors or study to pass standardized tests which have no value outside the borders of each individual nation (except for PISA). A teacher's (and school's) success is based on the outcome of students' exams – a weak result is interpreted as poor teaching. Parents, administrators, and the government use this to flog teachers with the notion that they are not worthy of a higher wage or greater respect. Thus, our university teacher training programs do not turn out many graduates who go into teaching because of the low pay and the lack of respect. And the cycle starts all over again. This isn't only about English. This is about education.

As for ESL teachers specifically? The challenge is to teach English as a skill and not just for a grade or a test. A friend of mine wrote me this morning that the director at her 5th-grader's school said she shouldn't expect her daughter to actually learn English in English lessons – they're only responsible for 'laying foundations'. I'd say that's teachers not taking up the challenge of teaching language as a skill.

Vicky : Can you tell us what your typical day might be?

Linda Steyne: Well, funnily enough, I'm currently unemployed 😊 However, my days are surprisingly full! Since my last day at my previous uni position, I've spent most of my time working on our Slovak Chamber of English Language Teachers' events. I'm chair at the moment, and we just had a mini-conference with Dorothy Zemach last week in Bratislava, so there was a lot to do with that. Our annual conference in September also needs a lot of prep.

I just started back to teaching English to our local journalists three evenings a week, something that colleagues and I did last year as well, but this time around we're trying to create an replicable course that can be used by other colleagues in other Slovak cities and towns.

I'm also busy with conference presentations since this is a very busy spring for them – 5 in three months. And then there's also proofreading, editing, and copy-writing for some colleagues who are publishing.

Since I'm no longer at work from 6.30am to 6.30pm, it's also nice to have time in the afternoons to get together with friends and former students.

Vicky : Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Linda Steyne: This is a difficult question. It's not the routine that kills motivation and enthusiasm. It's just the sheer amount of work. I taught Academic Writing for 3.5 years, something that can't be done without reading a lot of weak papers and providing a lot of feedback.

My enthusiasm is waning, to be honest. I love teaching and it's when I'm in the classroom that I have that enthusiasm. But when I open up my email and see 30 second or third drafts waiting for feedback? That's hard.

But I know there's a purpose to teaching. I know that what I do is worth it for the students. Coming out of that evening class two days ago, I bumped into a former student who graduated from secondary school in 2000. She was on her way to a company dinner celebrating 20 years of existence and she was responsible for organizing and dealing with

their international partners. In English. She told me that without my teaching, she wouldn't be where she is today. That's motivating for me. My job equips my students for the real world.

I get to invest into the future. I can't allow myself to forget that.

Vicky : Can you tell us what your plenary is going to be about?

Linda Steyne: Without giving away too much, let me just say it will be on teacher motivation



Vicky : Can you share with our readers any exciting plans for the future that you have?

Linda Steyne: One plan is a 3-week trip this summer to South Africa with my dad – who is South African – and brothers to see family. The other plan is more a prayer: to find the right teaching position among good colleagues where I can settle and work hard until I retire 😊

Interview with Fiona Dalziel



Fiona Dalziel is Associate Professor of English Language and Translation at the Department of Linguistic and Literary Studies (DiSLL) of the University of Padova, Italy. She teaches on the BA in Language, Literature and Cultural Mediation and the MA in Modern Languages for International Communication and Collaboration. From 2013 to 2016 she was Head of Padova University Language Centre, where she set up the LEAP (Learning English for Academic Purposes) Project, whose aim was to provide support for lecturers teaching their content courses through English. Her research

interests include: promoting metacognitive learning strategies and learner autonomy; teaching academic writing; English-medium Instruction (EMI); and the use of drama in language learning, including that of adult migrants. She is a member of the editorial board of *Language Learning in Higher Education*, the journal of *CercleS*, the European Confederation of Language Centres in Higher Education, and she is guest editor of the May 2019 issue entitled "Language learning for and with refugees in higher education". She has been coordinator of Padova University English drama group for 20 years.

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Fiona Dalziel: It's my pleasure. I'm really looking forward to meeting you in May.

Vicky : Would you like to introduce yourself to our readers?

Fiona Dalziel: I've been teaching English for over 30 years in different contexts, but almost exclusively in Italy. I started out at a private language school and then I began working at the University of Padova. I was head of the University Language Centre here for three years and was involved in an interesting project to provide support for Italian lecturers who were teaching their content courses in English. English-medium Instruction (EMI) is increasing rapidly here.

My interest in drama in language learning arose out of my own experiences as a student of foreign languages in the UK. I was studying Russian at the time and I took part in a one-act play by Chekhov called "A Marriage Proposal". I found this experience so memorable and valuable that I later decided to set up an English theatre group at the University of Padova in collaboration with a local theatre group. We've now been going for over 20 years. This year the English theatre group is working on a production of Shakespeare's "As You Like It" ... it's quite a challenge! We now have theatre groups for six different languages: English, Spanish, German, Romanian, French and Italian as a Second Language (for Erasmus exchange students).

Most of my teaching is on our BA and MA degree programmes in foreign languages. This year I taught a new course on Liaison Interpreting, which I found quite hard but fascinating. I decided to incorporate some drama techniques into the course and the students appreciated this, so I would like to work more on this for next year. I also have a course in "Academic English" for students studying on our BA in Psychological Science, a degree programme which is taught entirely in English. I really enjoy the course as there is an interesting mix of Italian and international students and they are all highly motivated. My job also involves supervising dissertations and participating in research projects and I have various administrative duties such as being Erasmus coordinator for my Department (The Department of Linguistic and Literary Studies).

Vicky : What is the biggest challenge, in your opinion, that ESL teachers are facing today?

Fiona Dalziel: Of course there are many challenges, but I would say that today the biggest is the constantly changing role of English in the world and the idea of English as a Lingua Franca (ELF). I cannot just prepare my learners to communicate with native speakers of English because when they go out into the real world they will find that more interaction in English takes place between people with a variety of language backgrounds. Some people may think that this implies that standards are dropping and that using ELF is synonymous with accepting errors (for example dropping the third person “s”). I would argue, however, that ELF means more rather than less. Learners of English need to acquire the pragmatic and intercultural competence required to interact with people from all over the world ... and that’s not an easy task! As I mentioned above, in Padova we have been involved in giving EMI support. In some cases, our lecturers were very worried about their pronunciation sounding too “Italian”: we had to help them to understand that they didn’t have to sound like native speakers in order to communicate effectively with their classes. What we felt they were often lacking was simply self-confidence.

Vicky : Can you tell us what your typical day might be?

Fiona Dalziel: I really don’t have a typical day. Apart from my teaching and office hours, everything varies from week to week. Some days there will be research or departmental meetings, other days seminars and workshops. I just try to keep one day free a week for my own research and writing. And like all busy English teachers, I always seem to end up with lesson preparation, marking and emails to answer at the weekend.

Vicky : Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Fiona Dalziel: Actually, I think that the one thing that I don’t have is a routine. I am lucky enough to work in an environment where new jobs are always cropping up. This year for example, as well as teaching a completely new course, I have been involved in two European projects. There are always so many things to learn. And even courses I have taught for years are never the same, as so much comes from the students themselves. This is especially true when you try to encourage agency and creativity in your students. This year, for example, my psychology students gave 3-minute talks on topics of their choice, ranging from the Boötes void to cat therapy or “Why Netflix is better than a boyfriend”: I had a lot of fun listening to them and learnt a lot too. And I am curious to see how the student

production of “As you like it” set in the 1980s will end up. So, it really isn’t hard for me to be enthusiastic and motivated.

Vicky : Can you tell us what your plenary is going to be about?

Fiona Dalziel: My plenary will focus on my interest in drama in language learning. As you know, the title of this year’s conference is “No English teacher is an island”. In my experience, drama activities are an ideal way to foster collaboration. As I said before, in my theatre group I work closely with a local theatre company; all the sessions are co-taught, with me focusing on language and Pierantonio Rizzato, the theatre director, focusing on acting skills. We also invite colleagues who teach English Literature to come and talk about the works we are performing. And I have worked closely with Drama and Education expert from Trinity College Dublin, Erika Piazzola. Together, we have run Process Drama workshops in English for undergraduates and in Italian for asylum seekers in Padova. Another collaborative drama venture I will mention in my plenary is “Kids University”. Every year, the University of Padova opens its doors to children from local primary and lower secondary schools. I will describe how working together with colleagues, university students and primary school teachers, theatre can provide an inclusive environment where everyone can play their part.

Vicky : Can you share with our readers any exciting plans for the future that you have?

Fiona Dalziel: Two things come to mind. In July, together with Filippo Fonio from Grenoble University in France, I will be involved in the organization of an International Summer School *The role of drama in higher and adult language education: teacher training and the challenges of inclusion*. If anyone is interested, you can find details at: <https://drama-fl-edu-19.sciencesconf.org> . Then in August I will be travelling to Thessaloniki for a workshop on drama as part of the VIA Culture Erasmus+ project.

Interview with Alistair Starling



Alistair leads our business-to-government efforts on the ground across Europe and North Africa, in close liaison with our International Development team in Cambridge. Alistair was previously Regional Director Northern Europe in our Berlin office. He works closely with Directors in other regions and colleagues in Cambridge in formulating and implementing global strategies.

Alistair is passionate about language learning, taught English in Italy for 2 years, and learnt German, Italian and French by working overseas most of his adult life. Before joining in November 2013, he was Higher Executive Officer in the British Diplomatic Service (Foreign & Commonwealth Office), and General Manager, in the UK's National Trust.

Previously, Alistair headed up the Inward Investment Team for UK Trade & Investment in Italy for 4 years, following 10 years in the private sector in the UK and Italy, culminating in heading up Marketing for a multinational software company based in Milan.

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Alistair Starling : Many thanks indeed for having invited me!

Vicky: Can you introduce yourself to our readers?

Alistair Starling : I'm what we call the Strategic Development Head for the part of Cambridge Assessment English covering Europe and North Africa – this simply means government relations and is the best job!

Vicky: What is the biggest challenge, in your opinion, that ESL teachers are facing today ?

Alistair Starling : As often I answer when asked this question, it's the support and time and general resources to help teachers keep their students motivated in an ever faster and more global world of demands.

Vicky: Can you tell us what your typical day might be?

Alistair Starling : I don't have one! I travel for between 100 and 150 days per year, meeting Ministries of Education across Europe, and spend the rest of my time in Berlin with my two children, or visiting Cambridge and London which is where I'm from.

Vicky: Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Alistair Starling : No routine, I meet fascinating people everyday, so not a problem!

Vicky : Can you tell us what your plenary is going to be about?

Alistair Starling : It's about the worldwide work we do to support governments to give their young people the best chance in life where globalization means English is a must.

Vicky : Can you share with our readers any exciting plans for the future that you have?

Alistair Starling : We hope to be making a big announcement in Serbia soon, regarding Cambridge working with your government – following perhaps closely in the footsteps of an exciting announcement I can make now about our work in Estonia!

Interview with Matthew Fitzjohn



Matthew Fitzjohn is an archaeologist in the department of Archaeology, Classics and Egyptology at the University of Liverpool.

Matthew's research is primarily focused on the archaeology of Italy and Greece from the Iron Age through to the Classical period (First millennium BCE). His work investigates the relations between

people and the places that they inhabit by developing historical geographies of everyday life at a range of scales (in domestic spaces, city and countryside). These relations are examined in a number of his publications on domestic architecture, and how the fragments of ancient houses can be used as the building blocks to help articulate his ideas on embodied learning and the role of habitual bodily practices on identity formation across the Greek world. Matthew is heavily involved in undergraduate and postgraduate archaeology teaching. His research on houses and experiences, and the digital methods he uses to analyse material. An important part of his teaching is using digital technology and enquiry based learning.

Most recently, Matthew has been working with educators in Primary and Secondary schools in the UK on a research project, funded by the *Arts and Humanities Research Council*, to

develop ways to enhance pupil experience and engagement as they learn about Ancient Greece.

Vicky : First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Fitzjohn Matthew : You are very welcome. I am delighted to be participating in the 2019 ELTA conference.

Vicky : Can you introduce yourself to our readers?

Fitzjohn Matthew : Although I have worked in English Language teaching in Japan, that was over twenty years ago! Now I work as an archaeologist based at the University of Liverpool, where I teach and undertake research. My research is on the archaeology of the Mediterranean in the first millennium BCE. I focus on ancient Greece and Italy, and over the last few years have been particularly interested in how we can construct our understanding (and stories) of the past from houses and the activities that were involved in their construction and the activities that took place within them.

I am heavily involved in teaching and educational development at university level and in one of my recent research projects I have become involved in collaboration and teaching with schools (both primary and middle school level).

Vicky : What is the biggest challenge, in your opinion, that ESL teachers are facing today ?

Fitzjohn Matthew: This is a little difficult for me to answer, as I am not directly involved in ESL teaching at the moment. However, I am faced with many changes in the classroom, even at university level. One of the most fundamental challenges is supporting my students to reflect on their learning and knowledge that they have acquired, which enables them to use this knowledge to express their own ideas. There are several ways that I have been trying to do this at University, and in my work with school teachers. I hope to share these experiences with you at the conference.

Vicky : Can you tell us what your typical day might be?

Fitzjohn Matthew : During the university teaching year, my days are usually spent with a mix of teaching, supervising student research projects (undergraduate and postgraduate students), pastoral support to students and university-level administrative meetings. Over the last three years, I have been working with schools to develop curricula for younger children (Year 3-6) and high schools, so I also spend time during the week on this. Outside the teaching semesters, and mainly during the months of mid-July to mid-September, I am free from teaching and can spend my days focusing on research either working on archaeological excavations or in the library.

Vicky : Being in this profession for years, you often might have to face routine! How do you keep your enthusiasm and motivation high in your work?

Fitzjohn Matthew : I am incredibly lucky that I'm involved in a wide range of teaching and have the opportunity to modify my teaching every year. Over the past few years I have been experimenting with the focus of classroom activities and I have tried to create more opportunities for students to lead activities, as well as interact with their peers and learn through playful.

Vicky : Can you tell us what your plenary is going to be about?

Fitzjohn Matthew : I plan to share my experiences of developing teaching schemes of work and classroom activities that actively involve play and storytelling at all levels. I'm going to focus on a mixture of my university teaching and my work in schools that have combined my research on houses and thoughts on narrative to support students to use their new knowledge to write collaborative stories about the past, and to express their ideas using materials (often LEGO) and newly acquired language.

Vicky : Can you share with our readers any exciting plans for the future that you have?

Fitzjohn Matthew :

Sharing experiences with you, workshop to discuss practice used in schools and how you might implement these practices or your thoughts on how I might improve them.

Vicky Papageorgiou is an ESL/EAP instructor with approximately 20 years of experience, mainly with adult learners. She holds an MA in Education (Open University of Cyprus) and an MA in Art (Goldsmiths College, UK) and she was also awarded a PGCE in Technology Enhanced Learning with distinction from the University of Wales Trinity Saint David. She studied in Greece, Italy and the UK but also participated in an international project for the McLuhan program in Culture and Technology for the University of Toronto, Canada. Her fields of interest are Technology enhanced learning, Art in ESL, critical thinking, Inquiry Based learning and teaching adults. She is also the website editor of the Visual Arts Circle. She currently divides her time between Thessaloniki (Greece) working as an ESL/EAP instructor and Oxford (Oxford St Clare's).

IATEFL Experience

Aleksandra Jevtović
ANGLIA Centar za strane jezike, Novi Sad

Key words: conference, IATEFL

Going to a conference is always exciting: you are going to meet fellow teachers; you are going to share ideas; you are going to hear something new that will make you reflect on your practice; you are going to chat with colleagues that you have not seen for a while; you are going to listen to experts talk; you are going to buy some new books...

All that is true for any conference but much more so for an IATEFL conference. At the IATEFL conference everything is augmented many times. You meet about three thousand fellow teachers from all over the world. Well, majority of them you only see in passing but then, there are a few you really get to know and they become important members of your learning network. You share ideas all day long because there are so many people with wonderful ideas worth learning. You hear about the newest developments in the teaching industry as this conference is the focal point for innovation and change and if you want to know what the buzz words are in teaching profession, this is the event for you. You listen to the experts talk, but here the experts are the names from the covers of the books you use with your students or even the names from the books you yourself used at the faculty, and you can't help but be in awe a little. You want to buy some new titles for your teacher's library and are spoilt for choice as every publisher, big and small, involved in language teaching materials is present and they have new titles and only the limit on kilograms in your luggage can stop you from going back home with a truckload of books. At least, this was my experience at the IATEFL Conference in Liverpool in April this year.

It was a memorable event for me and one that I would recommend all teachers try once in their careers.

Aleksandra Jevtović is a teacher of English with over 20 years of experience. She is also a teacher trainer and a regular speaker at international conferences. Aleksandra is one of the editors of ELTA Serbia's Newsletter and Journal which fits nicely into her passion for reading books, articles and professional magazines. She holds an MA in English Language and Literature. Her interests in the EFL teaching field include using visuals and literature as well as translation and the mother tongue in the classroom.

The place where you can quench your many thirsts –

26th IATEFL Slovenia conference #empowerED,

7th-10th March,

Terme Topolšica

Milica Vojvodić, Primary School “Pavle Popović”, Belgrade, Serbia

Keywords: report, conference, amazing experience

I was over the moon when I found out that I had been chosen to represent ELTA Serbia at the 26th IATEFL Slovenia Conference. My first workshop was ahead (*The Magic of Roald Dahl in the ESL classroom*).

After having the busiest week of my life, with me not being able to move from bed for a couple of days, hardly managing to pack properly, having a ten-hour ride from Belgrade to Topolšica (minivan picking me up the first and dropping me and my colleague the last) and with a literal notion of what “pain in the neck” means, I had amazing four days in Slovenia.

Everything at the conference was fantastic – the sessions, the venue, the hosts, the organization, the fun part, the-wellbeing-of-teachers-via-thermal-water-part. There were so many engaging sessions - it was difficult to pick just one out of 5 that were happening simultaneously. That’s what life is about - making choices all the time, this time based on a detailed programme of the conference.

I’ve learnt so many new things – from making fun quizzes, being creative at grouping students, lots of hands-on activities, how to use learning stations in classes, using negotiations and authentic materials (Frank Prescott’s great session). A student helper presented her experience with Jazz chants, Danny Singh demonstrated the possibilities of using “gibberish” in classes. Oksana from Ukraine showed us beautiful activities which involve movement, art and chants. A Slovenian teacher showed us how talented pupils are treated in Slovenia. I also learnt that they have three to four lessons of English a week in primary school in Slovenia and another big

advantage – if a student disrupts the lesson they can exclude them. My fellow teacher from Serbia gave a great workshop on games in IELTS preparation – I found many of her ideas very useful for my classes, even though I teach in primary. What I really needed at the time was the recognition of my burnout, the concept I hadn't been aware of until that point, I recognized many of the signs of me having it in a session about the balance between a burning passion for teaching and teacher burnout. Luckily, teachers I am and was at the time surrounded with were passionate and enthusiastic - we always get heartfelt feedback and feel rapport with our students, which is not easily found in other professions.

Plenary speakers were brilliant (Dorothy Zemach, Lynda Steyne, Mojca Belak, and Moreen McGarvey) – not only were they great connoisseurs of their areas of specialty, but they all had a great sense of humour, amazing skills as speakers, and I could sense that they were all very collegial. Dorothy Zemach and Moreen McGarvey showed us what amazing performers they were. They were brilliant at the lip-sync competition. The other performers were terrific too, but the audience was just blown away by these two amazing women's show. They passed their great prizes to two teachers in the audience.

I'm glad I met and had time to talk with Grenville Yeo, a wonderful man behind the SO(U)L training (this "U" is there on purpose).

On the last day, I felt truly empowered and refreshed, my pain in the neck relenting. I had some time to walk around the place and reflect on the previous days with my colleague from Serbia.

What made this conference outstanding was the balance of great sessions combined with relaxing and fun activities (the swimming pool, the 80s party, the lipsync competition), easygoing hosts and a very peaceful venue surrounded by fantastic nature.

I hope I'll come to this conference again.

Thank you, ELTA Serbia, for this marvellous opportunity!

Milica Vojvodić has been working as a primary school teacher for 13 years. She has two kids. She's into pop culture, art, cinematography and CPD. One of her passions is reading Roald

Dahl's children books with and to her kids and opening the door of his magic world to her students.

WHY BEING A MEMBER OF A LOCAL TEACHERS' ASSOCIATION MATTERS

Aleksandra Jevtović

ANGLIA Centar za strane jezike, Novi Sad

Hugh Dellar

My name is Hugh Dellar. I'm a teacher and a teacher trainer based in London. I'm a coursebook writer.

I think it's very important to belong to a local teachers' association because teaching isn't a solitary profession. Every teacher of course is forging their own journey as they are going along with what they are learning but every teacher is also on a similar road to every other teacher and we can learn a lot and we can share a lot with other people following similar kinds of journeys and I think in a modern world we're often teaching in quite isolated circumstances. Maybe the staffrooms that used to exist don't exist in the same way. Maybe we're travelling to meet our clients or meet our students. And maybe you have online community so you have

Personal learning network to help you but I think the great advantage of being part of a national association is you'll meet lots and lots of other people, some of them may live near you and some of them may live in different towns and cities, who understand what you've been through, who maybe have advice, who maybe have contacts, who maybe have pointers for where you can go forward. And if you have expertise yourself it's a lovely way also of sharing that maybe with younger teachers who are coming into the profession and are struggling with things you once struggled with. So if you are not a member of your local national association, join, become one.

Herbert Puchta

Well I think, you know, one of the crucial benefits that teachers can get from joining a teachers' association is learning, development, sharing with each other. This happens both when people participate in workshops, go to plenaries, talk to each other during the breaks and reflect on what they've just heard, reflect on their own teaching situation. It also happens, of course, when teachers start sharing their own ideas, sharing their experiences, and this can be in a very informal way, as I just said, while talking to a colleague over a cup of coffee or a bit more formally when they hand in a paper and they give a workshop themselves and inspire others but learn from others as well because they get feedback on what they do and what they present so I think teachers' associations offer lots and lots and lots of opportunities to share and to grow and to become more professional as a teacher and also to grow as a person, as a human being.

Mario Rinvoluceri

I think that for a teacher who lives maybe in the staffroom of ten, twenty people to be able to come to a conference, this one is a bit too big, but to a conference of three to five hundred people, there's enough variety but it's not killing. IATEFL for me is so big now that it almost defeats its purpose. You can't get into talks because so many people want to hear that speaker. In the conference of between three and five hundred it seems to me that you have a good choice but not an overwhelming one. German supermarkets like Aldi restrict choice and have become popular because they don't give too much.

Attending the conference does two things: it allows you to confirm things you think by talking to people or by some of the speakers agreeing with you without knowing it. It also allows you to become angry with people who are idiots and that again forces another thought process in you. And thirdly it allows you, in the secret of the night, to really think a lot in the way Those would be the main reasons. And, of course, I am leaving out all the other things like you have a terrible husband and you want to escape for a day or two.

Scott Thornbury

I think every profession or being a professional in a profession, involves working and knowing and talking to other professionals. Professional development doesn't happen on its own. There are a number of ways you can do that, of course: you can attend conferences, you can read books (written by the people??), you can go online and vlog and answer people's blogs. What professional organisations do is provide a wider and more formalized way of doing this. Personally, I have to say it took me a while before I joined a professional organisation in my own country but once I did, it opened so many doors. Apart from the advantages like going to the national conference or receiving the newsletters, I was able to network with lots of other professionals who were interested in a similar area that I was interested in and who I could draw on if I was writing something or if I was preparing a talk or just simply for ideas of practical classroom teaching. Now that I am a member of not only a.. I'm a member of several professional organisations like TESOL in the US and IATEFL in Europe and I attend the conferences every year, I get an enormous wave of energy that lasts me a considerable amount of time just through the informal contacts I make with fellow professionals. So I would really recommend joining a national organisation. It's a great way of keeping in touch. It's an excellent means of professional development and it sort of signifies that you are a professional yourself, that you are taking your job seriously enough to belong to a community of likeminded professionals.

Aleksandra Jevtović is a teacher of English with over 20 years of experience. She is also a teacher trainer and a regular speaker at international conferences. Aleksandra is one of the editors of ELTA Serbia's Newsletter and Journal which fits nicely into her passion for reading books, articles and professional magazines. She holds an MA in English Language and Literature. Her interests in the EFL teaching field include using visuals and literature as well as translation and the mother tongue in the classroom.

The Catcher in the Rye Quiz

by Svetlana Gavrilović, Užice Grammar School



Key words: quiz, Catcher in the Rye.

This year's English quiz in Užice Grammar School was organized on 13th March and marked 100th birthday of Jerome David Salinger, author of the cult novel *The Catcher in the Rye*. This famous book, though often panned by critics, has been an essential (and sometimes even life-changing) part of growing up of many generations so far,

and while preparing the quiz the English language teachers in our school hoped it might touch the lives of some Generation Z members as well. Our prayers were answered – there were 24 contestants who not only read the book in English but also showed remarkable knowledge of both the details and deeper meanings of the novel. They competed in nine games, ranging from a variety of vocabulary exercises to a complex analysis of the text. The winner of this two-hour competition, which did not lack drama, excitement and intense emotions, was the team called *No name*, consisting of Valentina Nikolić 17, Marta Mičić 17 and Maksim Kostadinov III6.

The sponsors of the quiz were The English Book, Educational Centre, Pearson and Art Cinema Užice.



* * * * *

Svetlana Gavrilović has been teaching English for nearly thirty years now. She is currently working in Užice Grammar School.

*I certify that I have the right to publish these photos.

UPCOMING EVENTS

□ 17th ELTA SERBIA CONFERENCE

Date: 10-11 May 2019

Place: Teacher Education Faculty, Belgrade

For more information: <http://elta.org.rs/2018/06/07/2019-elta-conference/>

□ 7th BELTA DAY

Date: 11th May

Place: Erasmushogeschool, Campus Bloemenhof, Brussels

For more information: <https://www.beltabelgium.com/belta-day-2019>

□ ELT FORUM SLOVAKIA

Date: 7th-8th June 2019

Place: Ekonomicka univerziteteta, Bratislava

For more information: <http://eltforum.sk/>

□ ATECR Annual 18th National and 15th International Conference

Date: 6th and 7th September 2019

Place: Prerov, Czech Republic

For more information: <https://davidk527.wixsite.com/mysite>

□ 28th IATEFL POLAND CONFERENCE

Date: 20th-22nd September 2019

Place: Faculty for Social Sciences, Gdansk

For more information: <https://iatefl.org.pl/en/>

□ **29th IATEFL Hungary Conference IATEFL HUNGARY**

Date: 4th and 5th October 2019

Place: Budapest, Hungary

For more information: <https://www.iatefl.hu/node/623>

□ **THE MAGE CONFERENCE**

Date: 5TH and 6th October 2019

Place: Erasmushogeschool, Brussels

For more information: <http://theimageconference.org/>

□ **7th ELT MALTA CONFERENCE**

Date: Pre-conference event: 11th October

Conference: 12th-13th October 2019

Place: Intercontinental Malta, St. George's Bay, St. Julian's

For more information: <https://eltcouncil.gov.mt/en/Pages/7th-ELT-Malta-Conference.aspx>

Easter Time!

Nevena Stoilkov, Primary School "Mosa Pijade", Malo Crnice, Serbia

Keywords: Easter, Easter vocabulary, young learners, teaching material, workshop

Short description:

The class in which this lesson was taught consists of 9 students, from first to fourth grade. During the lesson, while engaging in different activities (according to their grade and knowledge), students learned about Easter, but also revised their knowledge on different teaching contents.

Learning outcomes:

After the lesson, student should know how to:

First graders	Second graders	Third graders	Fourth graders
1. Count to 10 and name colors in English 2. Answer questions about the Easter eggs' colors in English 3. Name clothes in English	1. Name body parts 2. Use adjectives big/small when describing animals 3. Follow the instructions in English 4. Answer the questions about house in English	1. Answer the questions in English 2. Name Easter vocabulary 3. Follow the instructions in English	1. Name Easter vocabulary 2. Answer the questions in English 3. Use adverbs „next to/ opposite/ between“ 4. Use verbs and adjectives to describe animals

Correlation: Religion, music, art

Teaching materials: poster, handouts, crayons, glue, scissors, puzzles, lap top

Students' age: 7 - 10

Time: 90 minutes

Beginning the lesson

Before the lesson, T had hid envelopes around the classroom for the students to find them: every student should get one envelope. The envelopes contain handouts and material for the students to work on/with and are marked with Easter eggs pictures: the number of the Easter eggs on the envelope corresponds to the grade for which the envelope is.

Students look for the hidden envelopes. When they find all of them and exchange them among themselves, T uses a poster to present the lesson's topic, Easter, and teaches them Easter vocabulary. T also explains how Easter is celebrated in England.

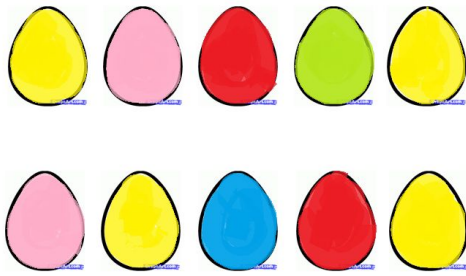


Main part of the lesson

Activity 1

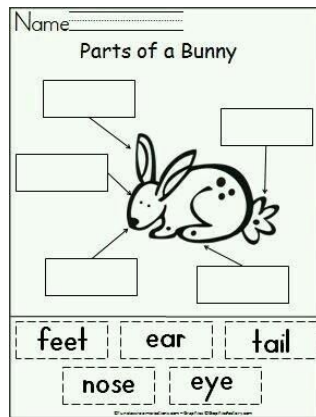
First grade

Students are presented with a picture of ten dyed eggs. They should count the eggs and tell how many of them are in the picture.



Second grade

Students are given a handout with a picture of a bunny and words about body parts. They cut the words and stick them next to the correct part of the bunny. When they finish, T checks the answers.



Third grade

Students are given a handout with twelve pictures – Easter vocabulary, and words that describe the pictures on the handout. They should cut the words and stick them below the correct pictures. In order to check the answers, T asks students questions: “What’s number 1? Is it a lamb? Is number 3 a bunny? What’s number 10?” etc.





Fourth grade

Students work on a handout: they have scrambled words (Easter vocabulary), and they need to write them underneath the correct picture. When they finish, students first check the answers among themselves, and then T asks them questions to check the answers with the whole class.



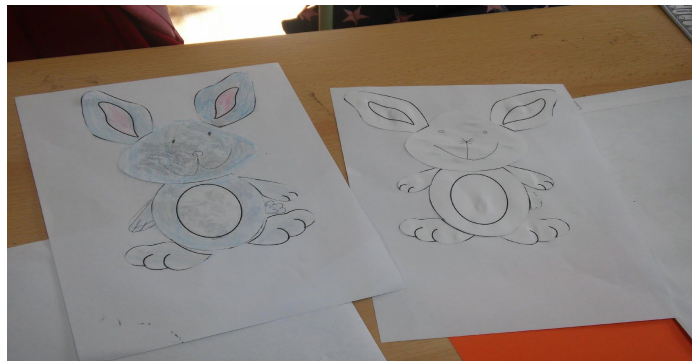
Activity 2

First grade

T asks questions about the eggs' colors: *How many blue/pink/green/yellow eggs are there?* Students count and answer the questions. When counting the eggs, students revise the expression "one more".

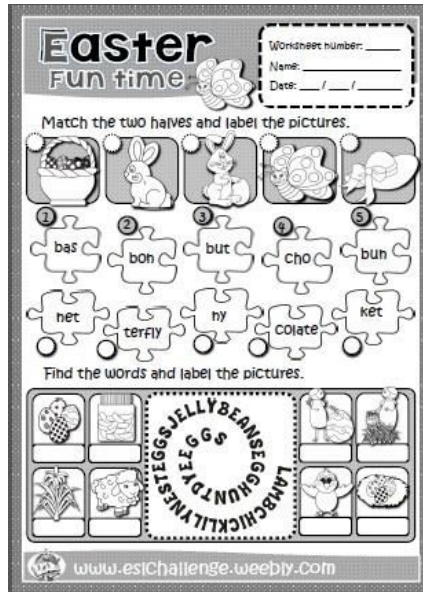
Second grade

Students are given body parts made of paper – legs, hands, ears, in two different sizes, and a one-sized body of a bunny. They listen to the instructions (*"I've got big ears/ I've got a small nose/ I've got a big mouth/ I've got small eyes/ I've got big feet/ I've got big hands."*) and make their bunny according to the instructions. Then they can color it if they want.



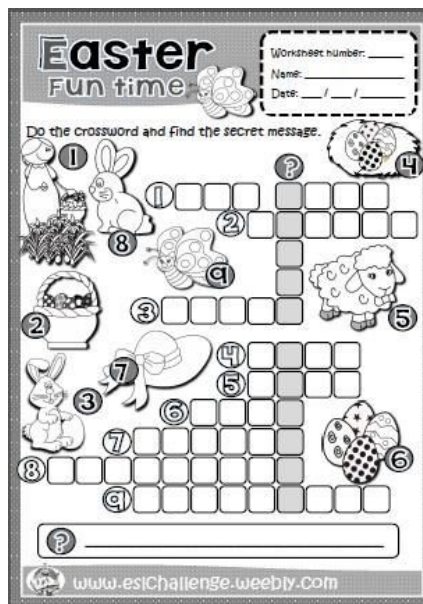
Third grade

Students connect the beginning and the end of a word and write it below the correct picture. Then they find words in a snake-word and again write it below the correct picture. T checks the answers with the class by asking questions: *"Is number 1 a bonnet? What's number 3? What number is the butterfly?"* etc.



Fourth grade

Students do the crossword: they write the words into the crossword according to the pictures, and at the end they find a secret message. T asks questions to checks the students' answers.



Activity 3

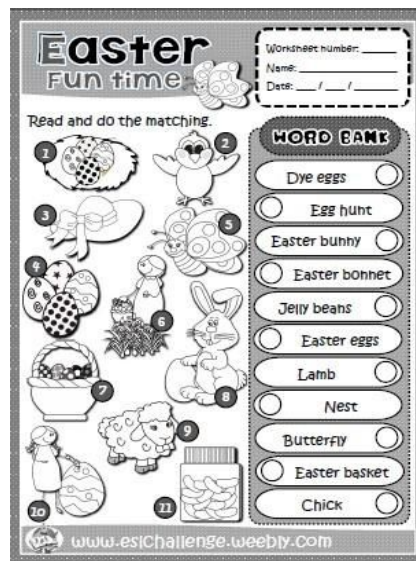
First grade

Students are given printed pictures of Easter eggs. They are supposed to color them and then put them in an improvised Easter basket. When they finish, they describe the basket: how many eggs there are, as well as the colors of the eggs.



Second grade

Students work on a handout: they connect words (Easter vocabulary) with pictures. When they finish, they check answers among themselves.



Third grade

Students should do the puzzle which consists of 12 parts. Every part hides a task or a question. When students successfully finish the task/answer the question, they are allowed to use that part of the puzzle.

Puzzle tasks: 1) Show me something green; 2) Count to ten; 3) Write number 19; 4) Have you got a car/bike?; 5) Do you like apples/oranges?; 6) Draw a boat.; 7) Number after 13

is... ; 8) Stand up! Sit down!; 9) Touch your head!; 10) How old are you?; 11) Show me the United Kingdom on the map.; 12) What's this? – Zebra crossing.



Fourth grade

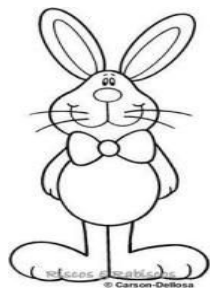
Students practice adverbs *next to/opposite/ between*. They get a handout with pictures, and then listen to the teacher's description of a picture (where a certain picture is in regard to others) – *"I am next to the basket and opposite the Easter bonnet. What am I?" "...I am between the Easter bonnet and the egg nest. What am I?" "I am opposite the jelly beans." "I am between the Easter bunny and the Easter Egg."* Students should guess the picture.



Activity 4

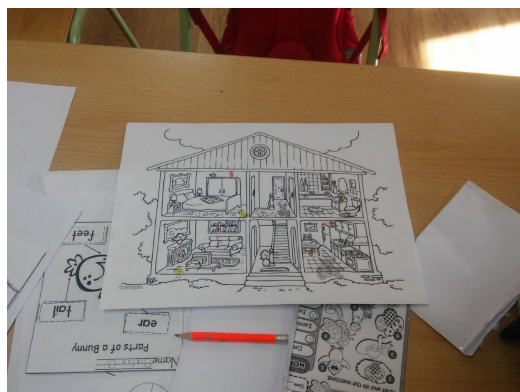
First grade

Students are given a picture of a bunny and clothes. They cut the clothes they want and dress their bunny up by sticking the clothes to the bunny. When they finish, they describe what their bunny is wearing.



Second grade

Students get a picture of a house. They should name the rooms in it and then draw eggs, bunnies and chicks in the house. When they finish, they exchange their pictures among themselves and then T asks questions about the picture they've got: *"Can you see a bunny? Where is it? How many eggs? How many chicks? Where are they?..."*



Third grade

Students describe their puzzle from the previous activity. T helps them with questions: *What can you see in the picture? How many eggs are there? How many butterflies? Is there a basket with eggs? Can you see any flowers? How many flowers are there? Count them.*

Fourth grade

In this activity, students should describe an animal (a lamb, bunny, chicken, and butterfly) to their classmates using the given cues. Every student takes one handout with the cues and T explains how the animal should be described. One student describes the animal to their classmates, and others listen and make guesses. The student who gets the right answer is the next one to describe an animal.

Cues:

Butterfly: (FLY, WALK, JUMP X, FRIENDLY, DANGEROUS X, SMALL, THIN)

Lamb: (FLY X, WALK, RUN, JUMP, WHITE, DANGEROUS X)

Chick: (SMALL, FAST, WALK, RUN, FLY X, YELLOW)

Bunny/Rabbit: (FLY X, WALK X, JUMP, FAST)

Ending the lesson

When students finish their “grade activities”, T informs them they will now work together. Students watch a video on how to make paper eggs and then make their own. While making paper eggs, students listen to English Easter songs for children.

When students make their paper eggs, they are all put in a basket: the final result of the lesson is an Easter basket.



**I certify that I have the right to publish these photos.*

The handouts can be found at the following website: www.eslchallenge.weebly.com

This is the list of the websites where the pictures were taken from:

www.dragoart.com

www.pinterest.com

flickr.com

growerland.com

www.madebyteachers.com

chiba-syaken.info

www.drawingskills.com

www.coloringpagebook.com

moziru.com

alabiasa.com

gettyimages.com

getdrawings.com

pinterest.com

Nevena Stoilkov graduated from University of Kragujevac, Serbia in 2011. She has worked as an English teacher since 2011. She is interested in teaching English to young learners and working with children of challenging behavior.

The Botswana Chronicles (TBD)

Aleksa Sotirov, 1st grade, Mathematical Grammar School, Belgrade, Serbia

“My friends, now I’d like to tell you about the great, wonderful, mysterious continent known as Africa. Africa is God’s country – and he can have it!”

It is with these words that Groucho Marx begins his famous ‘Africa Monologue’ in his film *Animal Crackers*. He proceeds to tell a long, nonsensical story which only serves to prove that he has manifestly never actually been to Africa. Though my account of my experiences in Africa is bound to be way less exciting than Groucho’s, I hope that it’ll at least prove to be more truthful.

But, anyway, let’s take it from the top. I recently had the honour of being part of the six-member team representing the country of Serbia in the 15th International Junior Science Olympiad. The six of us were chosen for this competition because we achieved the best results on various physics competitions in our home country, so with us all being physics nerds, you know we just got along famously (and the three professors who accompanied us seemed to agree).

The competition, which spanned the entire first half of December 2018, took place in the African country of Botswana, so as you can imagine, I saw this not only as a great opportunity to represent my country, but also an amazing opportunity to get to know a really exotic part of the world, especially seeing as how I’d never travelled outside of the Balkan area before. Apart from that, I’d heard that Botswana was one of the fastest-developing, most eco-friendly and least corrupt countries in Africa (and, indeed, the world), so my hopes were really high about this trip. And I’m happy to say, they did not disappoint.

December 1st – “Sing Ho! for the Open Highway”

The trip to Botswana was quite interesting in and of itself, especially for me, since I hadn’t actually travelled by aeroplane up until that point. I expected it to feel really strange, seeing as how we were literally travelling at velocities approaching the speed of sound, but it turned out that it felt completely natural and was actually quite pleasant. Our route was from Belgrade (Serbia) through Frankfurt (Germany) and Johannesburg (South Africa) to Gaborone (Botswana), so you can imagine how much we got to see. The airports in Frankfurt and Johannesburg are both enormous (one of my friends from Nis quipped that the airports were

bigger than his home city), so we spent the long waits checking out everything there was to see, buying some souvenirs, and generally having a good time.

On the other hand, I can definitely see why people complain about aeroplane travel so often. There's very little space in the planes and it's really uncomfortable (at least in Economy class), the food is microwaved toxic mush that's bordering on inedible, and don't even get me started on airport security and how long the queues are. During the trip to Johannesburg, I managed to accidentally set off a metal detector, spill coffee all over my crotch while sleeping in the plane, and even forget my digital camera in Frankfurt, so I guess you could say the trip was far from perfect.

December 2nd – “I Bless the Rains Down in Africa”

Arriving in Gaborone was probably the most frightening experience for me. The plane was old, dilapidated, bus-sized, and you could barely cram 50 people inside. While we were flying, it kept tumbling around the air, wildly flailing from one side to another, and let's not even talk about the turbulence. Being afraid of heights, I soon realised that looking out the window wasn't a very good idea and that I had to go into a sort of makeshift nirvana in order to keep myself from hurling all over the other passengers. Besides, it suddenly felt awfully hot and stuffy inside of the plane, and when we landed I found myself running for the nearest exit to get some fresh air. Little did I know that I was in for the shock of my life.

Yes, upon first stepping out of the plane, we discovered that the climate of Botswana was not for the faint of heart. We'd heard that Botswana gets hot around this time of year, but going from -5 to 40 degrees centigrade in just 24 hours really took a toll on us. Serbia is very mild all year round, so this was easily the hottest temperature I'd ever experienced in my 15 years of existence. It literally felt like I was being suffocated by the heat, not to mention that I'd never felt such a hot wind before, so the whole experience was almost otherworldly at first. I soon realised how stupid I was for packing a long-sleeved shirt 'just in case' but never thinking to bring a proper hat. Adjusting to the warm and humid climate was easily one of the most difficult parts of our stay in Botswana, and the amount of sunburn we suffered can attest to that.

Anyway, after going through airport security, we were finally separated from our professors (a safety precaution to ensure that there's no cheating) and got to meet the bloke who would be our guide for the rest of our stay – Vincent. This guy is actually a maths professor, and he's just such a nice guy that it's unreal. He was very helpful and super chipper during the entirety of our

stay, and he was just generally a really pleasant person to be around. He even picked up a little bit of Serbian during our stay and surprised us with his unexpectedly good pronunciation. I don't like to admit it, but without Vincent we'd have probably spent our stay in Botswana running around like headless chickens, not knowing what we're supposed to do and where we're supposed to be.

He also ended up being our main source of drinking water, which, now that I think about it, is another very impactful thing about our stay in Botswana. In actuality, drinking water is really hard to come by in Botswana. They didn't give us any bottled water, and we couldn't dare to drink the tap water in fear of dying from dysentery, so really the only way we'd ever get bottled water was from Vincent. And even then, we were only allowed two small bottles a day, which isn't really enough when it's 40 degrees Celsius outside, but in the end we were just lucky to be able to drink at all.

After a short car ride (during which we realised that Botswana drives on the left side of the road, which felt kind of like going into this strange Bizarro alternate dimension where everything is backwards), we subsequently arrived at the hotel where we'd be staying, and we were certainly surprised with regards to how it looked. The hotel where the professors were staying was very Western-style and close to home, so we really weren't expecting what we got. Our hotel was very traditionally African-looking: wooden bungalows, carved statues of animals, cobbled pathways with large piles of straw strewn about the place, colourful insects flying around everywhere, and, of course, peacocks and pheasants running around all over the place making shrieking noises (which, admittedly, I confused with dying cats at first). It felt quite magical and odd when we first got there, but we got used to it after a while. One thing's for sure though – it sure looked beautiful, no matter how you look at it.

Still, I can't say everything was absolutely fine and dandy. The rooms lacked some things (e.g. towels, proper water pressure, and adapters for our two-pronged power plugs), one of our friends had to wait until midnight to have a room arranged for her, two of the others found a tarantula in their room (they nicknamed him Mirko and spent the next few days trying to assassinate him with varying degrees of success), and the other three of us actually managed to lock ourselves out of our room with our luggage in it, so they had to break the door in (although we were never given a key nor told that the doors lock automatically, so technically it wasn't exactly our fault).

Still, even with all that in mind, all the problems were solved by the end of the night, and the staff was also very courteous and polite. On a side note, that's another thing you'll notice about Botswana: the people are just really nice, or at least much nicer than most people in Europe, anyway. These are some of the brightest, cheeriest, most carefree people you'll ever meet in your life. When you go out on the street, you hardly see anyone with a frown on their face – everyone's always in the best of moods. I think if there's one thing I noticed in Africa that I really wish Western societies implemented, it's this happy and relaxed way of living. I always felt that was missing in most developed countries.

December 3rd – “It Starts...”

Anyway, the next day was the official first day of the Olympiad. We were all really tired, which goes double for me seeing as how I hardly got any sleep in the past three days, but nevertheless we went to attend the opening ceremony. I wanted to pay respect for the organisers of the Olympiad by actually paying attention to their lengthy speeches, but I was so tired that I constantly had to fight falling asleep, which was very embarrassing to say the least (my friends told me I looked like I was about to die). Still, we got to hear the beautifully composed and surprisingly catchy National Anthem of Botswana, and we also got to watch a real southern African tribe perform one of their traditional dances (wild chanting, foot-stomping, drum-banging and all), so I can't say it wasn't fun.

We were then treated to a 'welcome lunch' of sorts, and the food was very delicious, which was probably to compensate for the fact that this would be the last good meal we'd have in days. While we're on that subject, I'd like to take a moment to talk about the cuisine of Botswana, because that was also a pretty big hurdle that we had to straddle. You see, as Serbs, the only type of food we can eat is mild-flavoured, with lots of meat (usually pork) and an absolute metric tonne of bread, and everything is supposed to be super hearty and simple to eat. Meanwhile, in Botswana, they use all kinds of exotic ingredients, with strong spices and seasonings, and that's just something that our Eastern European stomachs can't take. So, usually, our meals would go like this: eat the chicken (if there is any), grab as much LiquiFruit juice from the ice box as you possibly can, and leave before any of the other teams have even sat down. On the bright side, I actually lost around seven kilogrammes during my stay in Botswana due to the fact that I was eating nothing but chicken, so I guess some good came of it after all.

Anyway, after that, we went to some historical museum, which was a great opportunity to learn about the history of Botswana, but we mostly used the opportunity to take pictures of the beautiful scenery and meet some of the other countries' teams. We'd already met the teams of Moldova, Estonia, and Germany at the airport (we didn't do much, just exchanged some sweets and all that jazz), and we also met the Russians at the welcome lunch (I tried using what little knowledge of Russian I had in conversing with them, but they didn't really seem to be in the mood for idle chatter).

At this point, though, we got to know the teams of Croatia and Macedonia, which are both ex-Yugoslav countries like Serbia, and as such they got along famously with us. The others were especially happy about this, seeing as how we all basically speak the same language and so the use of English was not required. We had lots of fun with these guys, especially the Croats, who were just all-around great company and with whom we talked quite a lot. Meanwhile, I also talked at length with some people from the team of Botswana during the bus-ride to the hotel, mostly because all of my teammates were asleep, but it was also just a great opportunity to practice my English conversational skills, not to mention how much I learned about Botswana along the way.

This was also the day when they took away our mobile phones (another safety precaution to ensure that there's no cheating), which seemed to irk my teammates a lot more than it did me. The people who were most worried by this were actually our parents, because we'd have all contact with them cut off until the 8th, which is a heck of a long time when your child is on the other side of the globe and you have no idea how he's holding up.

December 4th – December 8th – “The Isolation Period”

This is the period during which the actual 'Science' part of the International Junior Science Olympiad took place. On the 4th, 6th and 8th, we'd do the tests while our professors would go around relaxing and having fun. On the 5th and 7th, our professors would be hard at work translating the tests into Serbian and we'd be relaxing and having fun. So, in short, it was a very eventful few days, especially since they had a bunch of activities organised for us to do in our off-time.

The first test was the Multiple Choice Test, which is basically just a test of our basic theoretical knowledge, and so naturally we all did pretty well. After a spot of lunch at the University of

Botswana, they took us to some kind of amusement park. We had a pretty fun time, even though I was too much of a pansy to go on the rollercoaster, much to nobody's surprise.

On that day, when we finally got back to the hotel, we also got to know the team of Zimbabwe. From that point until we left, we had a lot of fun with these guys, be it by chatting, playing card games, sharing Serbian sweets with them, or absolutely destroying them at Monopoly. They were all some of the nicest, most polite, most fun-loving people I'd ever met in my life, not to mention being super fun to be around. Plus, they spoke perfect English, so you can imagine how well I got on with them. Upon leaving Botswana and going back to Serbia, I think these are the guys whom I ended up missing the most.

Anyway, what followed on the next day was something that would probably end up being the highlight of this trip – a safari at Mokolodi Nature Reserve. They packed us all into jeeps and drove us around the reserve, in hopes of coming across some wild animals. I think this is the proper time to talk about the nature and wildlife of Botswana, because I really think that's the main attraction in this country, and with reason. It truly is fantastic, especially for someone coming from an urban environment. The scenery was quite beautiful – all those rock formations, the huge trees, and the reddish-orange ground all give it a very warm, earthy, naturalistic look which you just wouldn't find on the other side of the globe.

The wildlife we encountered was really the selling point, though. This reserve had everything, from giraffes and antelopes to warthogs, zebras, and wildebeest. These are all animals which you wouldn't exactly find anywhere in Serbia, barring perhaps Belgrade Zoo, and yet here we are, observing them in their natural habitat. I think that was probably the most memorable part of the trip for me. The driver of the jeep was very helpful, too, telling us all sorts of neat facts about the animals which we were observing. For example, did you know that male giraffes and female giraffes are distinguished by the amount of hair on their horns? I didn't, that's for sure. They also organised lunch for us at the reserve, during which I fruitlessly attempted to chew through what I thought at the time was a well-done steak, but which I later found out was actually a boiled cow's tongue. You can only imagine how happy I was when I found that out...

The next day was the day of the Theory Test, and this I think is the day that we'd all rather forget. The test was terribly lengthy and the majority of us only managed to do a fraction of it, which was a real shame. However, the events of the next day more than made up for it. The next day saw us going on yet another safari, this time in Jwana Game Park. These guys had a

lot of the rarer and more exotic types of animal, and again, it was an amazing experience that definitely bears repeating. Kudus, hartebeest, impalas, jackals, mongooses, wildcats... You name it, they've got it.

We also got to see some baboons swinging from the trees, and the little baby warthogs running around were just the icing on the cake. Again, the wildlife in Botswana is truly amazing. I think it's the only country where you can literally have baboons just casually walking around in the centre of town and nobody bats an eye. On a side note, during the safari we were sitting next to this Lithuanian girl who comes from a Russian family, which I saw as a perfect chance to put my Russian language skills to the test, and I'm proud to say that it turns out I know Russian a lot better than I thought I did.

The next day was the day of the final test – the Practical Test. What was particularly fun about that was the fact that we got to do actual scientific experiments; lab coats, gloves, protective glasses and all. The assignments we were given were pretty interesting too: testing the viscosity of fluids, acid titration, and even thin-layer chromatography. And people say science can't be fun!

Anyway, that very same evening, we attended a 'culture night', during which some of the teams represented their countries through the medium of a musical performance. Naturally, we didn't have the guts to step up and perform ourselves, but it was still a pleasure to watch. This was also about the time when we got reunited with our professors, which meant that we also got our mobile phones back, although admittedly the others seemed a lot more thrilled about this than I was. 'And there was much rejoicing'...

December 9th – “The Day of Anxiety”

This was the day when we'd get to know the official results. As you can imagine, we were pretty nervous, so they decided to remedy this by taking us to see the centre of Gaborone. Up until this point, we were mostly going around the outskirts of the city, but now was the time to see see another, more familiar side of this African capital. It all looked pretty modern and Western-style, more so than any of the other places we'd visited, and the big glass buildings and wide streets certainly reminded us of home. It really isn't the first thing Europeans picture when they think of Africa. It was less exotic and interesting than the other places, but it was definitely a nice change of pace.

The first place they took us to was the mall in the centre of town, where we did a whole lot of looking around and very little shopping, but I suppose that was to be expected. Then they took us to a local restaurant, where we had a lunch that was surprisingly edible for a change. Again, it was simple, less exotic, hit very close to home, and it certainly did us good to have something we'd actually be able to stomach, at least until we got home and stuffed our faces with cabbage rolls. Finally, they took us to the marketplace, where we could finally stock up on souvenirs. Frankly, I'm not much of a sentimental kind of guy, but that statue of the Three Wise Monkeys was just too good to not buy.

Our professors, at this point, were filing complaints, and this process took so long that, instead of getting our results at 6 PM like we were supposed to, we got them at 1 AM. But, in the end, it was all worth the wait, as it turned out that we all did surprisingly well, all things considered. And, though I hate to blow my own trumpet, I even managed to get the highest number of points in my team, which is a fact that I proceeded to gloat about for the following few days... Just kidding.

December 10th – “The Fruits of Our Labour”

This was the final day of the IJSO, and arguably the most important. Namely, it was the day of the awards ceremony, and we all made sure to get up quite late (or at least later than 5:30 AM like we usually did). In so doing, not only did we get a few extra hours of sleep, but we also skipped breakfast, which only served to make more room for the closing dinner.

Before the closing ceremony, however, we had the unique pleasure of having lunch with some folks from the Serbian Society in Botswana, which was just a superb experience. We talked for a while, we played some snooker, and I even got to try a beef fillet for the first time, which was easily one of the tastiest things I've ever had in my life. We had a great time, and then reluctantly left in order to attend the awards ceremony.

After a while, we finally made it to the awards ceremony, though a severe hail storm (which is a real rarity in a country like Botswana) slowed us down a little bit. Anyway, as it turns out, all six of us got a bronze medal each! I think that's an absolutely spiffing result, although some of my friends who were hoping for gold would beg to differ. Either way, the ceremony was succeeded by a party, where we took some photos, ate some dinner, had some fun, and bid farewell to all

of our newly acquired friends. By the time we got to the hotel, most of us were so tired that we actually fell asleep in our outdoor clothes. A fitting ending to a great day.

December 11th – “This is the Only Way to Travel...”

Well, our stay in Botswana was fun, but all good things must come to an end. We were all champing at the bit to finally go back to Serbia, and yet I also think that all of us knew deep down that we'd miss Botswana just a little bit when we returned home. Either way, after saying goodbye to some of the other teams, particularly our Croatian brothers, we finally left Sir Seretse Khama Airport and headed for Johannesburg.

It was upon arriving in Johannesburg that we'd realised our fatal mistake. You see, we were intending on travelling from Johannesburg to Cape Town, then to Vienna, and finally to Belgrade. However, our professor overlooked the fact that in order to go from Johannesburg to Cape Town, we'd need South African visas. This proved to be quite the spanner in the works, as Professor Mico frantically tried to call up the travel agent and get the tickets changed, but seeing as how it was already late evening and the next planes to Europe were leaving tomorrow morning, this wasn't very effective. To add insult to injury, we couldn't leave the transit zone without visas, so there was nothing to eat or drink at all. In the end, with nothing left to do, we ended up sleeping through the night on the dreadful plastic chairs at the airport like a bunch of refugees.

December 12th – December 13th – “From Africa to Here, \$1.85? Outrageous!”

Waking up in the morning with sore backs, empty stomachs, and drained phone batteries wasn't really the most pleasant experience, but the good news was that not only did the professors pull a few favours to get us some sandwiches, but they also managed to arrange a change of tickets, and we were going back the same way that we came in – through Frankfurt. It took us 24 hours to get it arranged, but better late than never, as they say.

In any case, the rest of the trip went quite smoothly from there. The long-haul flight to Frankfurt was quite pleasant, so one short flight and several authentic German bratwurst sausages later, and we were back in Belgrade. We were greeted by our families who welcomed us with open arms, and after those abysmal 50 hours of constant travel, we were all too eager to go back home.

So, overall, I'd say there's no denying it – this trip was one of the best experiences of my entire life. The sights we saw, the laughs we had, the friends we made... It was absolutely unique in every sense of the word. Going to a faraway, exotic country like Botswana is a once-in-a-lifetime experience, and I am extremely grateful that I had the opportunity to take part in this amazing Olympiad.

Moreover, I think this was one heck of a first experience in travelling overseas. I do hope to have the chance to visit even more parts of the world during my lifetime, but I believe this trip is going to be very difficult to top. Sure, it had its ups and downs, but in the end, we had a lot of fun, and I think that's the only thing that's really important. Professor Mico even said that we were the best team he's ever had when it comes to having a good time, so I think we really outdid ourselves.

And so, I think that just about wraps up my quasi-travelogue about the magnificent country of Botswana. It might have been difficult to get used to, but in the end, I can offer nothing but absolute glowing praise for it. I do truly think it's a beautiful country with stunning wildlife, enchanting scenery, wonderfully kind people... And hey, the food wasn't half bad either.

Though I think I've just about had enough chicken for the rest of my life...

A poem
by Aleksandra Kiković, student, Faculty of Philology, Belgrade
University

Key words: poetry, writing, love, emotions

Love is

Love is a special kind of art
for everyone with a gentle heart.
Love is a special kind of inspiration,
it's always the aim and motivation.

Love is a song if you are a singer,
love is a wish if you are a believer.
When you share it, it becomes bigger,
when you follow it, you are the winner.

Love is a ship for your ocean,
for your air love is a plane.
It's a very, very strong emotion,
I don't know how to explain.

Love is an apology and appreciation,
love is giving and forgetting,
for your empty table it's a decoration,
your own award that you are always getting.

Love is when you're looking at one's eyes
and can see all the space,
and can see the sky and stars
when you're looking at one's face.

Love is when somebody is beside you,
in your place and in your way,
even if you're actually gone,
even if you are far away.

Love is a little thing in my heart,
I got used to living with it.
Love is when I love you,
not knowing how to admit it.

Aleksandra Kiković is a student at the Faculty of Philology, Belgrade University. Her interests include reciting poetry, acting, reading and writing. She usually spends her free time watching movies, going out with her friends and going for long walks.

Poems on Happiness

by students of Užice Grammar School

Happiness by Valentina Grbić I2

You've probably heard this saying before
'If you have a lot you'll always want more'
So tell me how I satisfy
Someone whose world is so plain and dry
Someone who has no end to their greed,
Who doesn't know what they just want
And what they truly need.

Easy. Make them take a look.
Happiness is when you're reading a book.
Happiness is the night sky
It's catching a smile from someone shy.
Happiness is time well-spent
Happiness is being content.

Maybe your life doesn't seem so eventful
But try your best to always be grateful.
Remember to take nothing for granted
'Cause every smile was fun while it lasted.

Happiness by Ivana Andjić & Milica Jablanović I2

We used to talk for hours about nonsense things.
We walked side by side in endless circles under the light of the moon.
You used to call me every night just to ask if I'm OK.
Then you stopped.
That was the moment when I realized that happiness is not the same for everyone.

Happiness by Danilo Zdravković I3

Pavle loves basketball,
Milica loves dressing up as a doll.
Sara loves all the sports and
Valentine loves books of all sorts.
And at the end there is me
I love writing, can't you see?

Happiness by Nikolina Milić I2

What is happiness?
Is happiness
That great feeling
That you get while chilling?
Or maybe,
When you're listening to music and, for no reason, start giggling?
Or perhaps
You and your friends making the best memories
That you'll remember for centuries?
Happiness is all of these little things
That our life secretly brings.
You can't find happiness on surface
Because it's hiding down there,
In the part of you where you're completely speechless.
I personally call it my little service.
You need to dig deep and replace loneliness and emptiness
With the most important thing in our life
Which is, I'm sure you all know by now,
HAPPINESS.

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