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Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English

NEWSLETTER

HUPE Newsletter No. 18 • March 2018





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26

years of inspiration

26th Annual International HUPE Conference

20-22 April, 2018, Poreč, Croatia

Editor's note

Dear HUPEteers,

In this issue we would like to invite you all to join us in the upcoming 26th Annual HUPE Conference, to be held in Poreč. The Conference is once more being held under the patronage of the President of the Republic of Croatia and in partnership with AZOO.

Have a look at our website for more information.

All HUPE members are welcome to take part in HUPE monthly webinars in cooperation with CARnet.

We have also prepared the reports from our branches which had been very busy, as always. In this issue's **HUPE Branches** read the reports from Karlovac, Split, Slavonski Brod, Rijeka, Zagreb and Zagorje. We are also proud to welcome HUPE Istria to the HUPE family and we wish them a lot of success in their work.

In the **A SNEAK PEEK INTO OUR CLASSROOMS** part, we share with you some interesting projects to try out with your students. Read Davorka Nekić's text about Đuro *the Seagull*, a bilingual storybook for children and those who feel like children.

Our Slovenian colleague, Janja Uhernik, will help you use **Games in Foreign Language Classes**.

Primary School Strahoninec is involved in a three year Erasmus+ KA2 project called Numeracy@English together with primary schools from Portugal, France, Italy, Latvia, Poland, Spain and the United Kingdom. The project covers topics related to developing Maths and English competences along with ICT skills. Tamara Vidović describes her Irish adventure in **Numeracy@English : Mental Maths Strategies in Belfast**.

Melina Švraka, in the article **Reading for Fun**, shares her ideas on how to get students interested in reading.

If you would like to contribute to the Newsletter on a more regular basis, please contact us. We would like to have you on board!

We are also pleased to announce that HUPE is issuing a call for article submissions for the next HUPEzine. The deadline is May 1st.

We invite you to send your stories, comments, or reviews to hupe.newsletter@gmail.com.

Yours,

Dajana

PLENARY TALKS

HUPE 2018 | April 20-22nd, 2018 | Valamar, Poreč



Anna Martinović

TITLE AND SUMMARY: *Once upon a time there lived a language teacher...*

The role of language teachers has changed throughout the modern history of language teaching. This plenary will take its audience back through time to review the diverse roles of language teachers in the past as well as current ones. The story of language teachers is as varied as the methods and techniques which mark language teaching. Today teachers face many challenges both within and outside of the classroom. How do teachers see themselves today? What motivates teachers to be 'good' language teachers? What resources can teachers use to help them in their profession? As the story of language teachers unfolds, colleagues will be encouraged to reflect on their own teaching experiences in an effort to encourage both professional and personal growth.

Luciana C. de Oliveira. Ph.D.

TITLE AND SUMMARY: *Teaching Writing across Elementary - Secondary and University Levels*

This plenary describes a genre-based approach to writing instruction and provides specific strategies to incorporate writing in lessons. The presenter provides a model of writing instruction and describes a teaching/learning cycle with specific strategies and tips for teachers to address the writing demands for elementary, secondary and university students.



Mike Mayor

TITLE AND SUMMARY: *The Global Scale of English: a data-driven framework to inform teaching*

The CEFR has become a standard framework of reference for teachers, learners and content creators around the world – moving beyond its European roots. The Global Scale of English (GSE) project takes the original CEFR research and Can Do statements and extends the set of learning objectives to address the needs of more learners. This presentation introduces the GSE and the online resources that are freely available to teachers and offers suggestions for the practical application of GSE Learning Objectives in your institution.



Penny Ur

Research that is of interest to the teacher

It is clear that the main source of professional expertise for English teachers is their own classroom experience and reflection. But there is only so much one can learn from one's own teaching context, and a lot of interesting insights and enrichment to be found in the research literature. The problem is that few practitioners have the time, in a busy teaching schedule, to keep up with reading such literature. In this talk, I'll be discussing some interesting research findings that have direct relevance to classroom practice, relating to the use of digital technology, learning styles, vocabulary teaching and more.

Gail Ellis

Teaching our learners how to learn

Learning to learn is an important aim of most curricula throughout the world but often tends to remain at the more abstract level in official documents. One of the main reasons for this is a lack of practical guidelines and training for teachers. I will discuss the theoretical and methodological concepts of learning to learn and demonstrate how the 'plan do review' routine provides both the teacher and students with a framework which combines both metacognitive and cognitive strategy development. In this way, students are guided to reflect on what and how they learn, as well as self-assess their performance and gradually take on more responsibility for their own learning.



HUPE BRANCHES

HUPE KARLOVAC

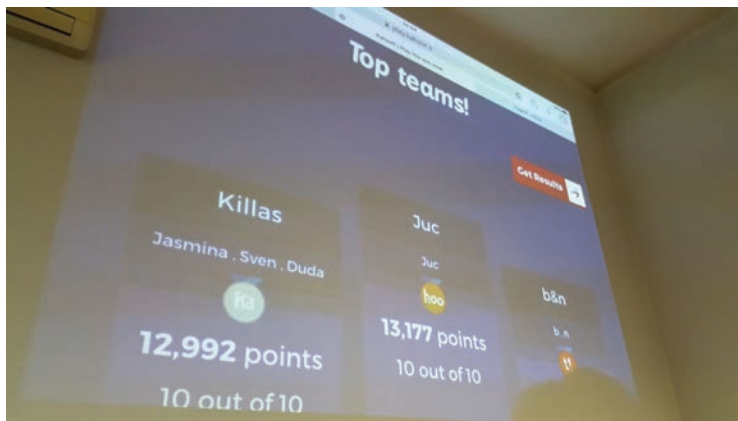
HUPE - Karlovac Branch third meeting in the school year 2017/2018 was held on 6th February 2018 in **Industry and Trade Vocational School, Domobranska 2, Karlovac.**

Damira Mršić, OUP consultant Croatia, Zagreb ran two workshops. The first one, **Teach And Learn Anywhere And Anytime – Do Better With e-Books** was an interactive workshop which emphasized the advantages of working with e-books both in elementary and secondary schools. The aim of the workshop was to encourage teachers develop better digital competences in order to be ready for new challenges in education. The presenter facilitated teachers' abilities of teaching using educational applications. Teachers tried a few practical activities on tablets and computers.

In the second part of the meeting, the presenter gave some insight into how to tackle the topic of Civil Education using digital material as well as how to motivate students in learning the English language using a media that they like a lot. The interactive workshop **Have Fun with Civic Education (GOO) Through e-Readers And Apps** presented some good practical examples of using e-readers in class and has shown us how to have fun developing the topic of GOO through interesting educational applications.

The feedback has shown that the eighteen attendees have found the workshops both interesting and helpful as well as enjoyable.

Dubravka Lapčić
HUPE Branch Karlovac President



HUPE ISTRA

On 3rd February 2018, the Istrian branch of HUPE was established in Pazin. Despite the bad weather, 29 English language teachers from the Istrian County attended the first meeting. Unfortunately, due to the bad weather, neither Sanja nor Željka were able to attend.

In the first part of the meeting, general information about HUPE was presented and elections were held for the position of president. Ivan Štefančić, from Vladimir Nazor Pazin Elementary School, was unanimously elected for president. Following the elections, information on the HUPE conference was shared. This year it will be held in Poreč, Istra. Ivan Štefančić then gave a lecture entitled: Rubrics for Teachers and Students.

Most of the participants paid their HUPE membership fee at the meeting and now the Istrian branch office has more than 60 members.

We hope that HUPE and its Istrian subsidiary will contribute to even better results and more successful co-operation among English teachers.

Ivan Štefančić
HUPE Istra



RIJEKA BRANCH MEETING REPORT

The second HUPE Rijeka Branch meeting was held at Gradska knjižnica Rijeka, ogranak Trsat – American Corner in Rijeka on January 27th, 2018. Forty-six members attended the meeting.

In the first part of the meeting, the Rijeka Branch president welcomed the participants and introduced the speakers.

The agenda included three workshops:

1. Damira Mršić (OUP): Special Educational Needs – Classroom: Management & Practical Teaching Strategies
2. Dunja Frković: Teaching human anatomy from kindergarten to medical high
3. Maja Jakus: CELTA and teaching English abroad

The first workshop was held by Damira Mršić, the representative of our long-term associate Oxford University Press. She talked about managing classes with SEN students. The participants discovered more about specific difficulties SEN students might have (dyslexia, dyspraxia, ADHD, autism). They also got the chance to see the world from SEN students' perspective and they were given practical advice and activities they could use while teaching SEN students in their everyday classes.

Dunja Frković, a teacher in Medical High School in Rijeka, talked about various ways of teaching the human anatomy to different learning levels. The ultimate objective, to learn numerous body parts, can be achieved through different areas and various approaches, both traditional and advanced methods can be used with a host of activities. In this workshop, Dunja presented our body as an easily accessible source of ideas. She offered an abundance of inventive materials to facilitate the learning process.

If you have always dreamed of going abroad and teaching English, you should learn everything there is to know about CELTA. Maja Jakus, the teacher in Primary School Centar in Rijeka, told us where and how you can get it, how it helped her in the past and how it has improved her teaching.

Thank you all for coming and hope to see you at our next meeting in March!

If you wish to join HUPE Rijeka, contact me at hupe.rijeka@gmail.com.

Nataša Žarkov
HUPE Rijeka



SLAVONSKI BROD HUPE BRANCH MEETING REPORT

The second Slavonski Brod HUPE Branch meeting this school year was held on 19th December 2017. The venue was Osnovna škola Bogoslav Šulek, Slavonski Brod.

Eighteen teachers attended the meeting and enjoyed the presented activities (presenters included). They had a chance to listen to Photography 101 (held by Ivana Kirin), to hear about PowerPoint Presentations and how to use them in the classroom (Ivana Borozni) and also had the opportunity to have fun with Puns (Dario Vonić).

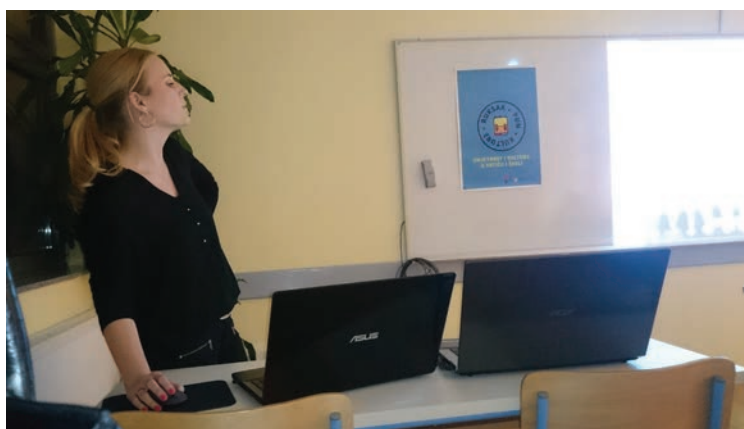
Our first speaker, Ivana Kirin, shared with us how compelling images depend on an understanding of lens choice, point of view, elements of design and finally composition. In this workshop, we saw how we could implement these photography basics in our English classes. We engaged in a lively discussion on various methods of how these ideas can be used through photograph dictations, haiku or diaries.

Ivana Borozni showed how the use of PowerPoint presentations by teachers can offer the opportunity for presenting lectures more effectively. She also presented some ready-to-use PowerPoint presentations for various lesson types, from grammar, vocabulary, revision through to games, quizzes and more.

Dario Vonić presented puns, a play on words in which a humorous effect is produced. By using words that suggest two or more meanings or by exploiting similar sounding words having different meanings puns can be created. He also showed us how we can make our classes more interesting by using some of them.

Our next meeting will take place in January. Hope you can join us!

Nikolina Pranjic
Slavonski Brod HUPE Branch President



SPLIT BRANCH MEETING REPORT

The third HUPE Split Branch meeting was held at Osnovna škola don Lovre Katića in Solin on January 19th, 2018. Nineteen members attended the Friday evening meeting. The agenda included two workshops:

1. Oxford University Press, Lana Kralj: Insight into inquiry-based learning
2. Vanja Fazinić: Making flashcards and quizzes with the Cram app

It was a great pleasure to host Lana Kralj, the representative of our long-term associate Oxford University Press. Lana activated our curiosity, demonstrating how to create a fun and engaging classroom. She offered the specific examples and practical activities tailored to spark student curiosity and teach them how to become experts in answering their own questions. In a relaxed and inspiring atmosphere, the participants gained an insight into benefits of an inquiry-based approach and how it supports the development of student transversal skills- critical thinking, communication, collaboration and creativity.

In the second workshop the participants were introduced to Cram- an interactive digital tool for creating, studying and sharing flashcards. In this hands-on workshop the teachers learnt how to:

- create an account with Cram.com
- navigate a large library of flashcards created by other users
- create their own stack of cards and share it with students.

The participants explored how to assess students' knowledge via memorization activities, games or a test, using Cram as a tool of formative assessment.

Thank you all for coming and hope to see you at our next meeting in February!

Vanja Fazinić
HUPE Split



ZAGORJE BRANCH MEETING REPORT

The second HUPE Zagorje Branch meeting was held at Bedekovčina Secondary School on December 11th, 2017. The meeting was attended by 15 teachers. The two workshops held at the meeting were:

1. Pearson: Conrad Kellet: How to maintain motivation for Learning for Students of B1 and above levels
2. Irena Pavlović: Controversy in the Classroom

In the first part of the meeting, the Zagorje Branch president welcomed the participants and introduced the speakers.

It was a great honour to host Conrad Kellet, an experienced teacher and teacher trainer from the UK, who actively teaches across all age ranges in Croatia. For this occasion, he prepared an interesting workshop with various activities and methods for motivating teenage learners. The workshop included creative writing activities, writing dialogues using Shakespeare's language, writing a conversation in alphabetical order and many other activities that teachers can use in the classroom to increase students' motivation.

Our dear colleague, Irena Pavlović, held a workshop on dealing with controversial topics in the classroom. The attendees worked in groups and tried different activities which included Musical Chairs, World Cafè, and Four Corners. The attendees discussed the benefits and drawbacks of dealing with such topics in the classroom.

After the presentations, there was a Christmas prize draw for all participants.

If you wish to join HUPE Zagorje, contact me at hupe.zagorje@gmail.com.

Petra Končić
HUPE Zagorje



THE THIRD HUPE ZAGREB BRANCH MEETING

Our third meeting was held at Svijet jezika, in Vodnikova Street on 15th of February.

This time it was organized in partnership with the British Council Croatia. Our guest speaker was Stephen Hindlaugh and the topic of the workshop was Engaging with special educational needs: Gifted and talented.

In this particular module we explored the different ways children are gifted and talented. Several strategies and classroom activities were introduced in order to help teachers making their gifted and talented students feel valued and challenged. Different types of gifted and talented learners were investigated and reflected upon and together we came up with numerous activities and ideas that can be used.

There were 26 teachers present and the workshop was excellent. I would like to thank Ms Branka Žaja from British Council and Mr Stephen Hindlaugh for delivering this great workshop .

Lana Duka Zupanc
HUPE Zagreb



A SNEAK PEEK INTO OUR CLASSROOMS

Davorka Nekić, prof.

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Đuro the Seagull

A bilingual storybook for children and those who feel like children.



On the last day of January, a long-awaited storybook Đuro the Seagull came to life. It was written by Vanja Vučinić, an 8th class pupil of Nikola Tesla Branch school from Moravice.



The storybook was written in both English as well as Croatian so that those who don't understand English can still enjoy Đuro's story. All the illustrations within the storybook were done by Valentina Alinčić and Roberta Vučinić, who are 8th class pupils. Roberta is also the author of the cover photograph. The graphic design and the prepress were done by Nebojša Petrović who is an IT expert, and teacher Davorka Nekić, Vanja's mentor while working on the storybook.

The very idea of Đuro started three years ago when Vanja was just a 5th class pupil. Throughout the years the idea grew

and developed more and more until it was time to make Vanja's storybook. It was the first of many, I hope.

Vanja met Đuro for the first time in Šibenik. Why Šibenik and not some other Croatian city!? Well, Vanja, together with her twin sister Roberta, used to spend her summers in her mother's birth town, under her grandma Dragica's creative influence. It was her grandma who showed her one very special seagull for the very first time. The seagull would always come to the building opposite the one Vanja's grandma used to live. Grandma told Vanja it came only to see her. And from that day on that seagull became hers. She named him Đuro. Đuro came back every summer to see Vanja. And the great love between a seagull and a little girl was born.

That same love was transferred into that emotionally filled storybook which shows, not only the relation between the seagull and the girl, but also the unbreakable bond between Vanja and her late grandma Dragica to whom the storybook is dedicated.

Until the storybook promotion, Šibenik was known as Krešimir's city. But from January 31st, it is known as Đuro's city. And Đuro became the most notorious seagull in Croatia.



What is there to be said about Đuro? You wouldn't believe it, but Đuro is a doctor and medicine runs in his family as well. His father Petar, as well as his mother Đurđica, are both doctors. He spends part of his time working as a doctor in a hospital on Šubićevec while the rest of his time he spends with his four best pidgeon friends – Mirko, Petko, Siniša and Saša. As true Dalmatians, they founded their own vocal band (a famous 'klapa'). Moreover and they enjoy singing to everyone, especially children whom they cherish the most. They do everything they can to put smiles on their little faces.

Đuro is THE seagull among the seagulls. He even has his own brand of chocolate named after him. Did you try it!? No!? Well, you should...as soon as possible. Because chocolate Đuro is delicious.



And that's not all. Đuro is loved wherever he flies. He is loved by the young as well as the old. Photographs of Đuro (his stuffed look-alike) are there to prove it. Đuro has been everywhere – from Čakovec and Varažin to Senj and Šibenik. He's been abroad as well visiting Minimundus and the miniature landmarks. He was a distinguished guest at the annual HUPE conference in Šibenik where he met Sanja Božinović, the HUPE President. The youngest among us simply adore Đuro. So they drew their versions of a seagull just for Đuro and his storybook promotion. Đuro loved their drawings!

With a sound of waves, a poster announcing the promotion done by Novica Vučinić (a famous painter from Moravice), custom-made Đuro chocolates (by BOOKat Design jdoo), a hand-made chair just for His Royal Seagullness done by a local craftsman Đorđe Dokmanović and photographed by Natalija Dokmanović and teacher Željka Vrcelj.... Đuro flew all the way to Gorski kotar, to a beautiful cluster of villages known as Moravice and touched

the hearts of all those who came to the promotion. I hope the storybook and Đuro will also touch the hearts of all of you who read it and that it will bring out the child in you. Because there's a child in every person and this storybook is likely to awaken that inner child.



GAMES IN FOREIGN LANGUAGE CLASSES

A game is a child's spontaneous, pleasant and creative activity. Through it, a child can learn about himself and the world. With games, a child also develops various abilities.

Games can lead to greater classroom dynamics because with its help we can achieve a greater level of activity among pupils. In addition, it contributes to better child participation, especially when it is group-oriented. Didactic play requires certain knowledge and experience from the pupils in relation to the learning materials it captures. (Adapted for Didactic Games and Other Dynamic Methods, p. 4, 5)

What is a didactic game? "A didactic game is a game that corresponds to a predetermined educational goal that we achieve with the active role of participants." (Adapted from Didactic Games and Other Dynamic Methods, page 13) Its advantage is to integrate the individual comprehensively (to include all of his feelings), and at the same time, it brings him a new experience. (Adapted for Didactic Games and Other Dynamic Methods, p. 22)

I agree with the above arguments and I think that many goals can be achieved through games in foreign language classes, especially when there are young learners involved. I frequently introduce games in revising the learning material, but we can also use them for the introduction of new learning material. I tried an experiment for an introduction in class. I put a glass of water in front of my students. Then one of the students sprayed shaving foam into it. I asked them to brainstorm ideas of what this experiment reminded them of. The students had ideas that were not yet weather-related so we continued experimenting. Another student got some blue tempera. He had the task of slowly squeezing it onto the foam. All the pupils watched closely to see what would happen. It was not long before drops of colour began to form under the cloud of foam. Then I asked them the previous question. Most guessed what the foam was representing. It was a cloud and the colour was rain drops that fell on the ground. That's how we got to the title of the learning material of that day.

Then we learnt in the classical way which did not contain much play. After the pupils were well acquainted with all of the vocabulary and skills associated with weather, it was time to revise. This was done through various games. I divided the pupils into four groups. Each group got its own game. Of course, the groups also changed, so they had the opportunity to play all the games. For revising, I prepared these games: Bingo, By the Weather Path, Rewrite and Read and Guessing Game.

In the Bingo game, each student received a laminated sheet of paper with different weather symbols. Then one student pulled a card out of a bag with a symbol of the weather on it and named it. The student who had the same symbol on the list, covered it with a colour pencil. The student, who first covered all the images on the list, said Bingo.



Game: Weather Bingo

The game Through the Weather Path was played in such a way that the pupils walked through paper footsteps that had different weather signs drawn on them. They started at the start sign, threw a cube, walked through the path and then called out the name of the weather sign at the stop. They finished the game when they came to the finish line.



Game: Through the Weather Path

At the Rewrite and Read centre students received small plastic letters of the alphabet and cards with the picture and label of the weather. The students had to rewrite the weather label with their plastic letters and then read it. In group they helped each other spell and they also corrected themselves when the pronunciation was incorrect.

SUNNY



Game: Rewrite and Read

In the Guessing Game pupils within the group were divided into pairs. One pupil took a picture of a weather symbol that was partly covered. The other pupil had to ask "Have you got ...?". In this way they practiced the structures "Yes, I have./ No, I haven't."



Game: The Guessing Game (Have you got rainy/sunny/cloudy/snowy/windy ...? Yes, I have./ No, I haven't.)

Pupils enjoyed this lesson very much and at the same time they revised the acquired knowledge. Because they were excited about it and it was fun, they repeated it again. As a teacher, I achieved the goals of teaching weather vocabulary, simple language structures, rewriting and reading simple words and my pupils easily acquired this knowledge. It is therefore important that teachers include play in their lessons in such a way that it focuses on the goals they want to achieve.

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The article was written by Janja Uhernik, Primary school Podbočje, Slovenia.

Numeracy@English : Mental Maths Strategies in Belfast

Tamara Vidović

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Primary School Strahoninec is in a three year long Erasmus+ KA2 project called Numeracy@English together with primary schools from Portugal, France, Italy, Latvia, Poland, Spain and the United Kingdom. The project covers topics related to developing Maths and English competences along with ICT skills.

The eighth meeting was all about Mental Maths Strategies and was held in lovely Ligoniel Primary School in Belfast. The school, where the number one rule is to be happy, has a mission statement: 'We care. We value. We aim to provide the best.' While being there we noticed that this mission statement is not just empty words, Ligoniel Primary School really aims to provide an environment where children, staff and parents feel happy and valued. At the school, they aim to prepare the children with appropriate life skills so that they can take their place in society in the future.

Having strategies for everything, they teach the children how to think, how to find solutions, and not just one but several if possible, to a problem. They use the RUCSAC (Read, Understand, Choose, Solve, Answer, Check) strategy very efficiently.



Children are praised often with words such as: " Well done! Perfect! Great job! Brilliant!" They choose pupils of the month regularly and announce them during the school assembly. In classes, they collect 'tallies', for each pupil individually and as a class group. After they collect a certain number of tallies the get an award, the class goes to the cinema, they go to the park, they have candies or ice cream.

The project meeting was organised into five sections, all working with many project activities.

On the first day, we were kindly welcomed to Ligoniel Primary School. After the initial introductions, the school choir performed and we were then taken on a tour of the school.

Later on, teachers from each country had to give a presentation based on their home country and their native language. The Croatian team visited Year 4 and tried to teach little Irish and English boys and girls how to count from 1 to 10 in Croatian. Kiki candies were there for motivation!

Following lunch, the visiting teachers including the Ligoniel teachers gave presentations on their 3D buildings. In their home countries, teachers had created 3D numeracy lessons where children in their classes had to create a famous national building using 3D shapes, ratio and scale. A whole little Erasmus city was built with Stormont and Giant's Causeway from Northern Ireland, St. Mark's Church from Croatia, Torre Guinigi from Italy, Great Amber from Latvia, La Torre del Oro from Spain, Igreja de Cinfães from Portugal, Arch de Triomphe from France and Teutonic Tower from Poland.

On the second day, we visited the Stormont Parliament Buildings. During this trip, partners were given an extensive tour of the building including the Assembly Chamber and the Senate room. Stormont is one of the best-known and most striking pieces of architecture in Northern Ireland. The architect Sir Arnold Thornely, who was knighted by King George V in recognition of his architectural work, designed the building with perfect symmetry and symbolism. For example, the building is 365ft wide so there is one foot for each day of the year; and having six floors and six pillars at the entrance, means that there is one for each county in Northern Ireland. There was also an interesting question and answer session at the end of the tour. This visit enabled partners to have a deeper understanding of the region, its political make up and current issues facing Northern Ireland.

The third day consisted of a number of training sessions based on numeracy. In the school hall, teachers learned about different strategies to teach and assess mental maths from grades one through to seven. These lessons and sessions could be adapted and differentiated depending on the academic level and capabilities of the children being targeted.

Teachers were then invited to observe children from Ligoniel Primary school in their classrooms using, applying and developing these strategies with class teachers. Partners also learned how classroom assistants could be utilized during these sessions.

In the seventh grade class, we had a chance to work with the class teacher and the children on the Izak9 numeracy programme and resource. Izak9 is a unique, radical and innovative maths resource. It is an immersive, multi-media



rich, active learning device designed for use by children in Primary and Post Primary schools and for the delivery of teachers' personal and professional development training. Izak9 provides exceptional opportunities for the teaching and learning of mathematics. All areas of the maths curriculum at Key Stages 2 and 3 (Upper Primary and start of Secondary) are addressed in an environment rich in problem-solving, oracy, fluency, variation and depth.

Following this, partners were taken on a cultural outing to Hilden Brewery, Lisburn. It is a family run microbrewery located in Hilden outside Lisburn, Antrim County. The brewhouse was once the stables of Hilden House, the former residence of the Barbour family. The brewery is situated behind the old Barbour Threads Linen Mill, one of the last surviving working linen mills in Ireland, an industry that the area is renowned for. Teachers had the opportunity to tour the brewery and sample its products followed by dinner within the brewery itself.

The fourth day was all about the Ulster Folk & Transport Museum. Here the teachers were taken on a tour of the museum to explore life in and around Belfast during the 18th and early 19th centuries. A museum of international renown, the Ulster Folk & Transport Museum is regarded as being amongst the best of its kind in the world. Set in over 170 acres of rolling landscape overlooking Belfast Lough, visitors can wander through the past and discover how people lived and traveled over the centuries.

The last day of the meeting started with a food craft session. Teachers had an opportunity to make traditional soda bread. It is quite easy. You need 250 g plain flour, 250g wholemeal flour, 1tsp baking soda, 1tsp salt, and 400 ml buttermilk. Mix the flour, soda and salt, then add the buttermilk and stir with a fork (Why a fork? Because my granny used a fork.) to form a soft dough. Turn it onto a lightly floured surface and knead briefly. Form it into a ball and flatten the dough slightly before placing it on a lightly floured baking sheet. Cut a cross on the top and bake for about 30 minutes or until the loaf sounds hollow when tapped. Cool on a wire rack. Delicious!

Later on, there was a tour and lunch at Belfast Castle. Belfast Castle estate is situated on the lower slopes of Cave Hill Country Park in north Belfast. It contains both parkland and mature mixed woodland and offers superb views of the city from a variety of vantage points. The estate is home to many different species of wildlife, including long-eared owls, sparrow hawks and Belfast's rarest plant, the town hall clock.

We said goodbye to our partners at the international dinner, which is typical for every meeting. Each project partner brought specialties from home and we yet again tasted wonderful food. That evening the teachers also enjoyed traditional ceili dances.

The project ends in August and we are looking forward to the last meeting in Poland.



Remember 'RUCSAC' when solving word problems!

R Read Read the question carefully. What is the important information?	U Understand Understand the question. What do you have to find out?	C Choose Choose the right operation(s) and method of calculation.
S Solve Solve the problem! Make sure you follow all the steps.	A Answer Have you answered the question? What were you meant to find out?	C Check Check your answer! If possible, use the inverse to check your working out.

Read, Understand, Choose, Solve, Answer, Check

Reading for fun

Melina Švraka, prof.

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As a teacher, I'm very disappointed with the fact that my students don't read anything other than the mandatory reading assignments in the Croatian language. Unhappy with this harsh reality, last year I started a Reading corner in my school. No luck, students still weren't interested in reading, they had better things to do like football practice, music school, football practice... Did I mention football practice (boys and girls)? Hmm, yes.

But this year everything changed. I got fifth graders, enthusiastic boys and girls, full of energy and open to new ideas.

I proposed that we choose a story in English and read it, just for fun. I set my main goal as enhancing their reading and listening skills as well as having a great time in the process.

Little did I know that my idea would echo all the way to the local kindergarten. One day, as I was picking my son up from kindergarten, his day-care worker Irena told me that she had heard about my *reading mission* and asked if I was interested in reading bedtime stories to children aged 4-5 in her kindergarten.

Off-hand I said yes... And then I got an idea...*an awful idea, an awfully wonderful idea*. So, my little eager beavers and I started working on a new project. We chose *Dr. Seuss' How the Grinch Stole Christmas* short story because Christmas season was coming and this was an opportunity to teach the children about the true meaning of Christmas. *Maybe Christmas, the Grinch thought, doesn't come from a store, maybe Christmas means a little bit more.*

To make sure that the children understood the story, we made flashcards ourselves. Each word important for the understanding of the



story was hand-drawn in two copies (one used in the presentation and the other left for the kids to colour), we made a picture of the Grinch, Whoville and Who people. By doing this we ensured that the students and the children would remember the meaning and the pronunciation of the most important vocabulary.

On December 12th, 2017 my students Leona, Petra and Tina felt they were ready to read in front of an audience. My student Luka made sure that our *mission impossible* was documented properly, so he played the important role of being our loyal tech support.

Everything went well! We all had fun! The girls read the story perfectly, the children listened with curiosity and after everything was done we had some candies from the Santa Claus bag.

We will continue our story reading because now students know that reading can be fun and they can bring joy to those who are willing to listen.





What we can offer you as a teacher:

- A free place accompanying your students on a SOL course
- A shadow training course in Devon without students^o (£230-290)
- A No-profit price on a teacher training course in Devon (€760**)
- A No-profit price on either SO(u)L Camp ON The Danube (€395)

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Full details are on our website www.sol.org.uk or the SOL table or from: Irena Holik (irenaholik1@gmail.com) or Lana Duka Zupanc (lana.dukazupanc@gmail.com)