

I won't say 'See you tomorrow' because that would be like predicting the future, and I'm pretty sure I can't do that.

Ludwig Wittgenstein

Unpredictability:

The sign of the times

by Dora Božanić Malić and Ivana Marinić



How have you changed since March 11, 2020, both as a person and as a teacher?



I have become...

I have learnt...

I have quit/started...

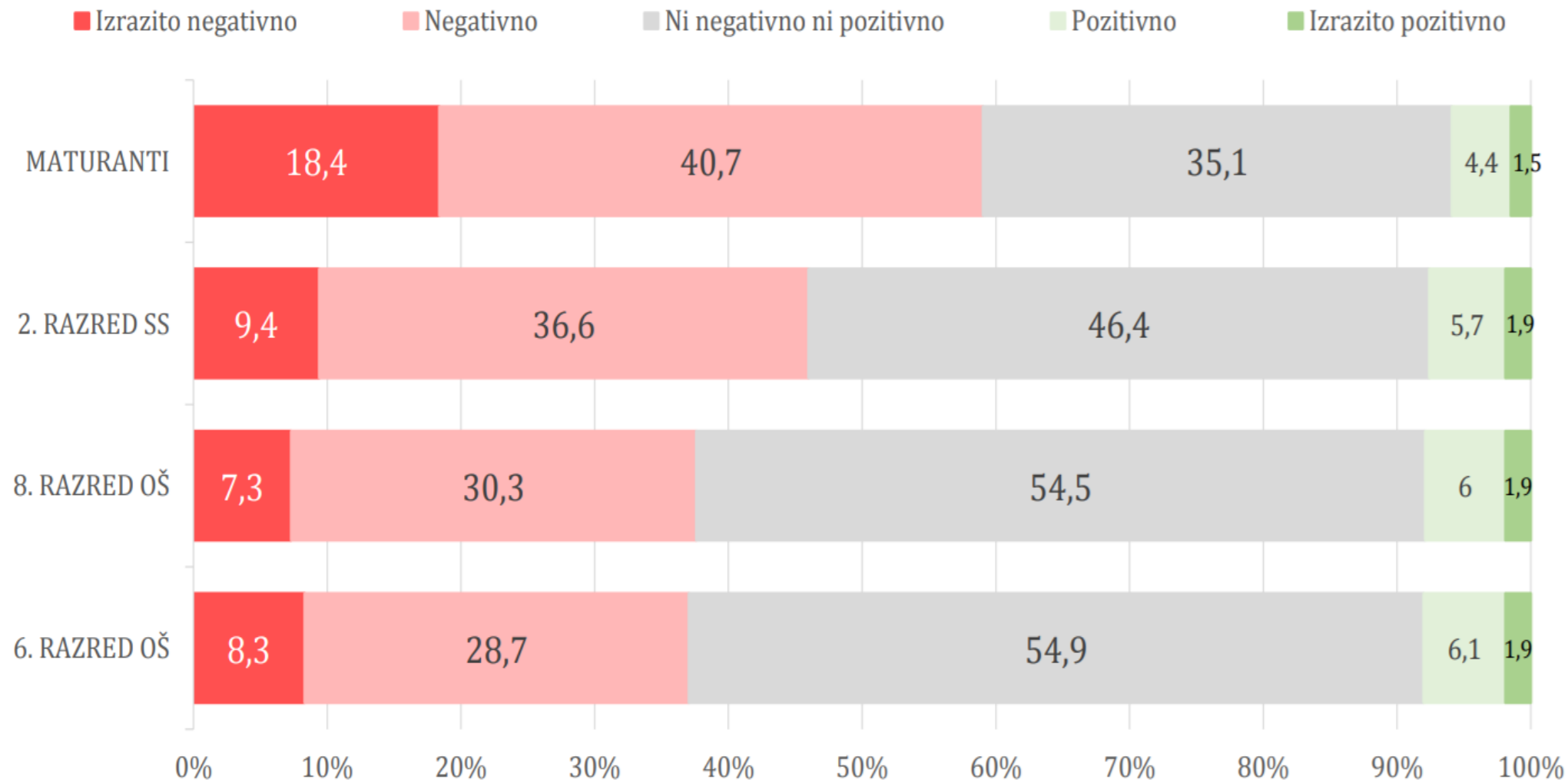
<https://www.menti.com/i2w2758f74>

Research – students' view

JOKIĆ, RISTIĆ DEDIĆ (2021)



NA KOJI JE NAČIN PANDEMIJA COVID-19 UTJEČALA NA TVOJ ŽIVOT?



52,6%

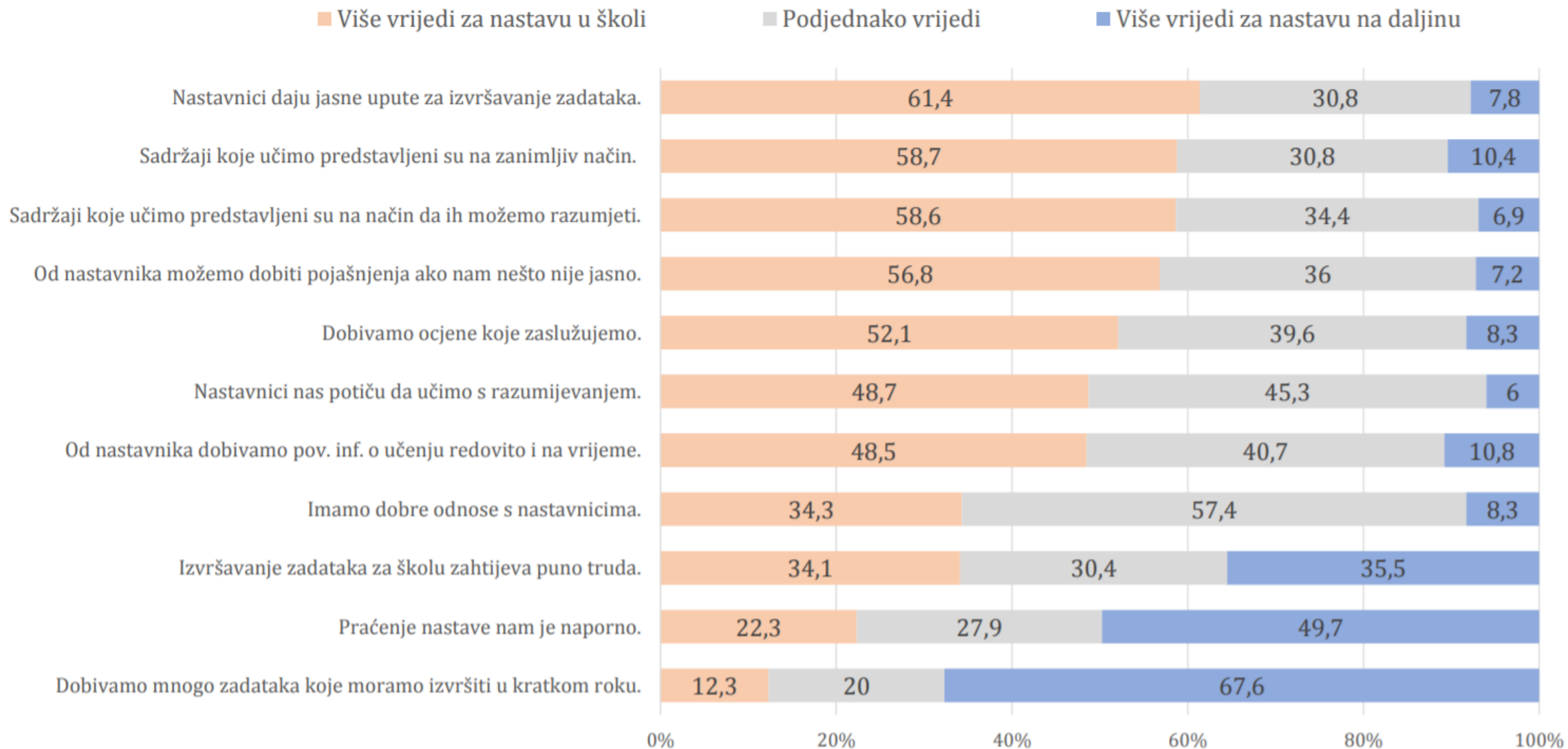
UČENIKA 8. RAZREDA ISKAZUJE DA SU PROMJENE U NASTAVI I ORGANIZACIJI ŠKOLE UVEDENE ZBOG PANDEMIJE **NEGATIVNO ILI IZRAZITO NEGATIVNO UTJECALE NA NJIHOVU MOTIVACIJU ZA UČENJE**

50,3%

UČENIKA DRUGIH RAZREDA SREDNJIH ŠKOLA ODGOVARA DA SU PROMJENE U NASTAVI I ORGANIZACIJI ŠKOLE UVEDENE ZBOG PANDEMIJE **NEGATIVNO ILI IZRAZITO NEGATIVNO UTJECALE NA NJIHOVE RADNE NAVIKE**

E. VRIJEDI LI NAVEDENO VIŠE ZA NASTAVU NA DALJINU ILI NASTAVU U ŠKOLI?

2. RAZRED SREDNJE ŠKOLE

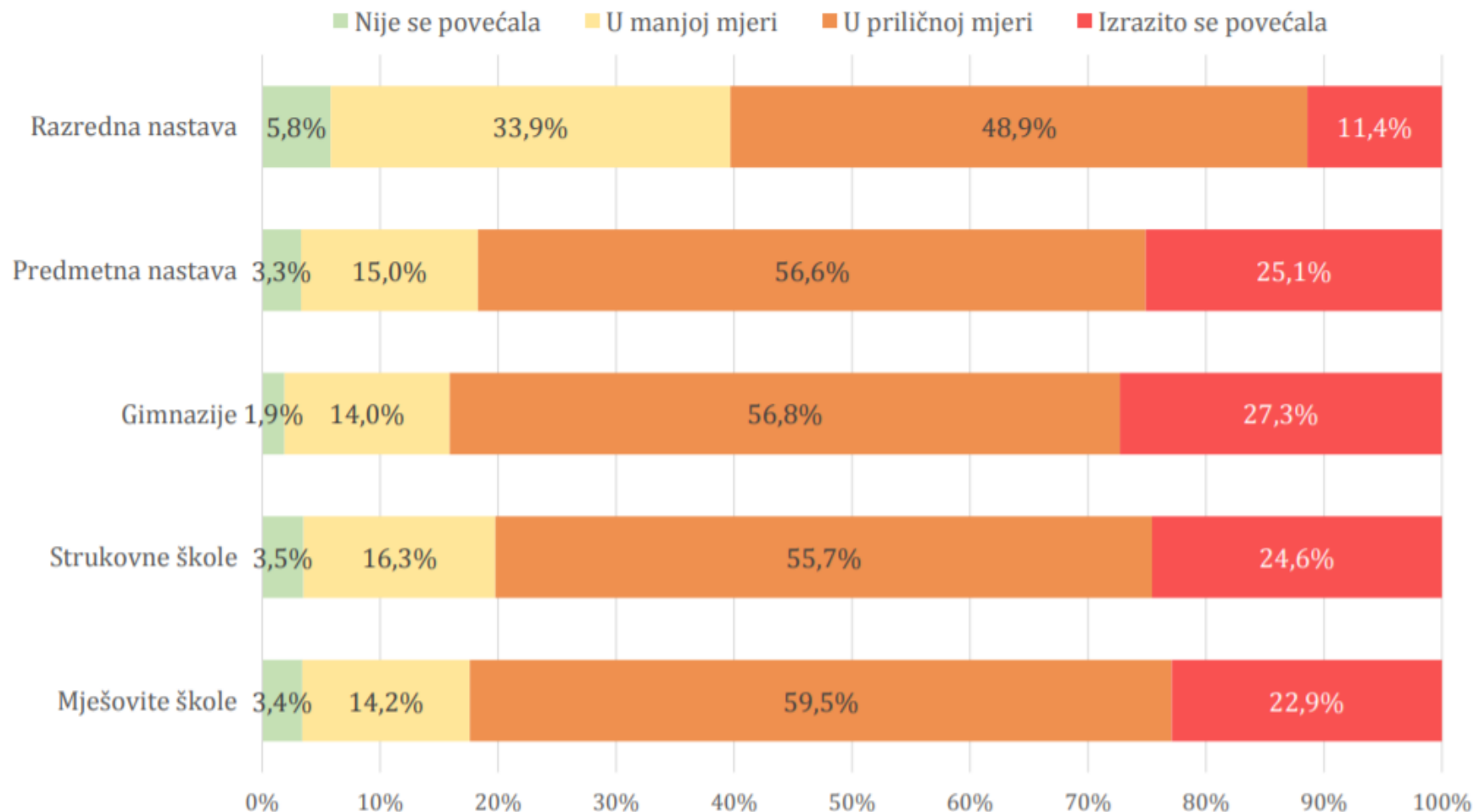


Research – teachers' view

JOKIĆ, RISTIĆ DEDIĆ (2021)



G. ZAHTJEVNOST POSLOVA UČITELJA I NASTAVNIKA U ODNOSU NA RAZDOBLJE PRIJE PANDEMIJE – RAZINE OBRAZOVANJA



**Why does
this matter?**



The task of learning a new language is a profoundly unsettling psychological proposition.

Alexander Guiora



Guiora, A.Z. (1983) *The dialectic of language acquisition.*
Language learning. 33:8

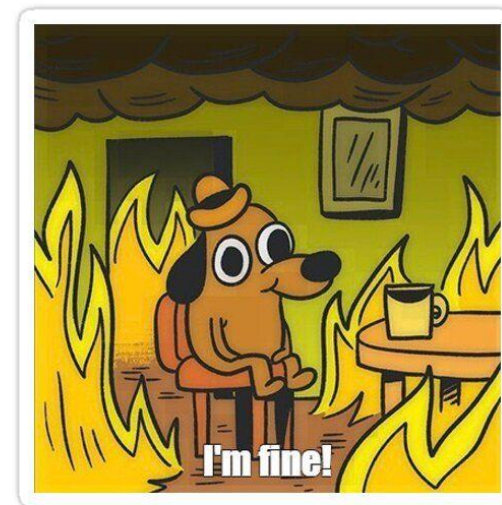
*The learner's emotions, beliefs, and attitudes have a strong influence on L2 learning motivation, which is also shaped by a host of contextual factors. [...] **All this makes the affective side of L2 learning a complex, challenging phenomenon that must be understood and worked with, rather than ignored.***

Rebecca L. Oxford



Oxford, R. L. (2011b). *Teaching and researching language learning strategies*. Harlow, UK: Pearson Longman.

*And then there
are those
days...*





ROUTINES AS ESSENTIALS

Classroom functions of routines



A routine helps to simplify a complex environment and inform students exactly what to expect, what is expected of them, and what is acceptable behavior

Routines allow students to quickly accomplish day-to-day tasks

They have the opportunity to learn greater responsibility and more self-management skills

Student-performed routines free the teacher to focus on more effective instruction and on the unexpected events

Hoffman Kaser, C. (2014). Series on Highly Effective Practices, <https://www.roxanaschools.org/wp-content/uploads/2020/04/Teach-classroom-routine.pdf>

Motivation



When you are placed in a setting where you feel autonomous (or empowered), competent, and that you belong, you are more likely to feel intrinsically motivated.

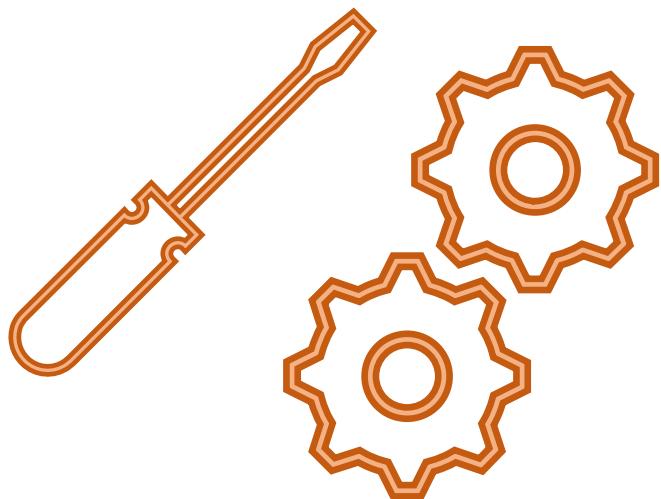
Competence is at the core of motivation. When you feel like you can do the work, you are more likely to do it.

Students are more likely to be intrinsically motivated when they know what they know and do not know. There is a symbiotic relationship between motivation and self-regulated learning.

Social comparison generally works as a motivator for stronger students; for weaker students, it is usually a deterrent. Do not set others as the standard; set the task as the standard

Bondie, R., Zusho, A. (2018) Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines. New York, London: Routledge, p. 6

Digital tools: Less is more



There should be ONE main platform for communication.



Choose a couple of your favourite digital tools and then rotate them. Using everything all the time confuses everyone involved.

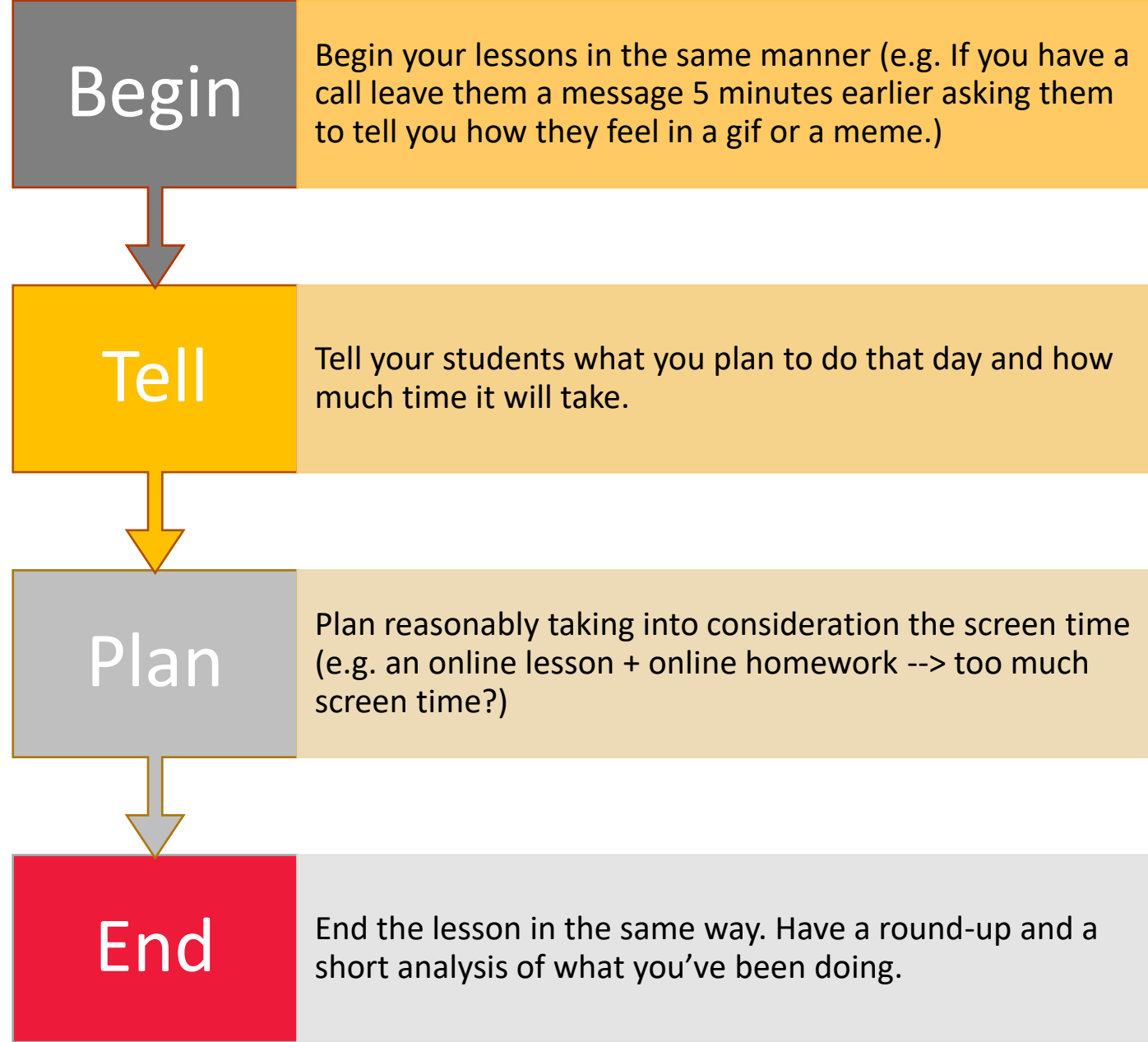
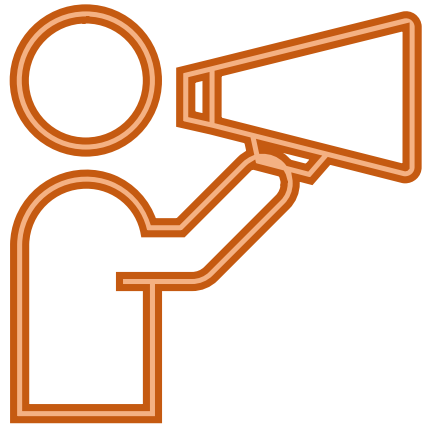


Introduce the students to your favourite digital tools while you're in class live and give them time to get used to them.



Know that switching apps and digital tools takes time and adaptation.

Other routines

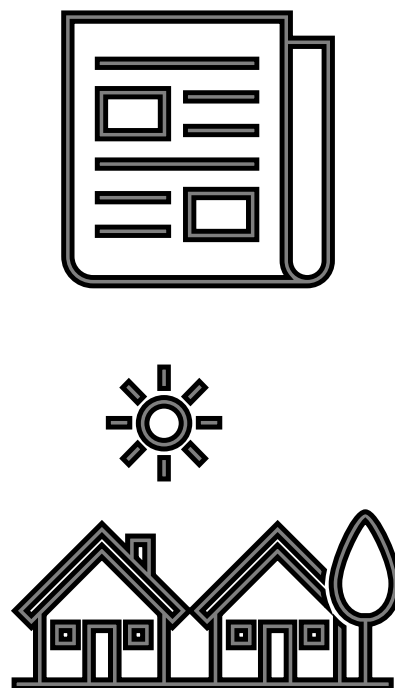


A SELECTION OF PROJECTS

1.



2.



3.



Tornadoes

KEY WORDS

storm waves destroy safety hurricane hunters

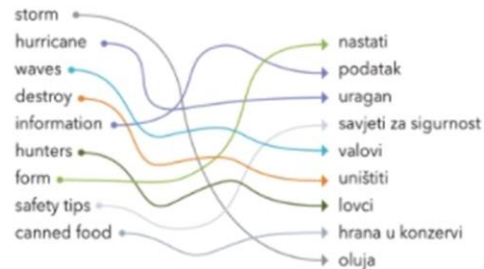
CLIL

I can understand a text about hurricanes.

THE STORY OF HURRICANES



1 Follow the lines and find out what these words and expressions mean.



JOKE

What does one hurricane say to the other?
'Be careful. I have my eye on you.'

2 What do you know about hurricanes? Read and check.

- 1 What are hurricanes?
- 2 How fast are they?
- 3 How do they form?
- 4 How dangerous are they?
- 5 Who are hurricane hunters?
- 6 What do you do in a hurricane?



Hurricanes are huge storms with strong winds and heavy rain. They also come with very high waves. The hurricane season begins in July and ends in November.

Hurricanes form over warm oceans and move very fast. The centre of a hurricane is called an eye. It's calm there.



Hurricanes have their names, just like people or pets. Have you heard about Katrina, Irma or Maria?

Hurricanes are very dangerous. They can blow cars off the road and destroy houses.



Hurricane Hunters fly into the eye of a hurricane. They carry radars and computers and collect important information.

SAFETY TIPS

Cover all windows and doors.
Stay indoors.
Have a lot of canned food and bottled water.
Listen to the radio (battery radio).
Be patient.



CLIL

I can talk about tornadoes.

PROJECT TIME

TORNADOES

Go online

Do a research in small groups.
Find about tornadoes.
Report on them.

3 Do not confuse tornadoes with hurricanes.

They are very different.

What do they have in common?

The questions in the box can help you.

- 1 What are tornadoes?
- 2 How do they form?
- 3 How fast are they?
- 4 How dangerous are they?
- 5 What do you do to keep safe?

4 Choose one task to do.

a) Make a poster about tornadoes.
Think of a good title.

b) Make a presentation.
One slide - one answer.



	Tornadoes are...
--	------------------

	Their speed...
--	----------------

	They form...
--	--------------

	They are...
--	-------------

Tornadoes - Project spaces:



Spring: <https://tinyurl.com/hupespringtornadoes>



Summer: <https://tinyurl.com/hupesummertornadoes1>



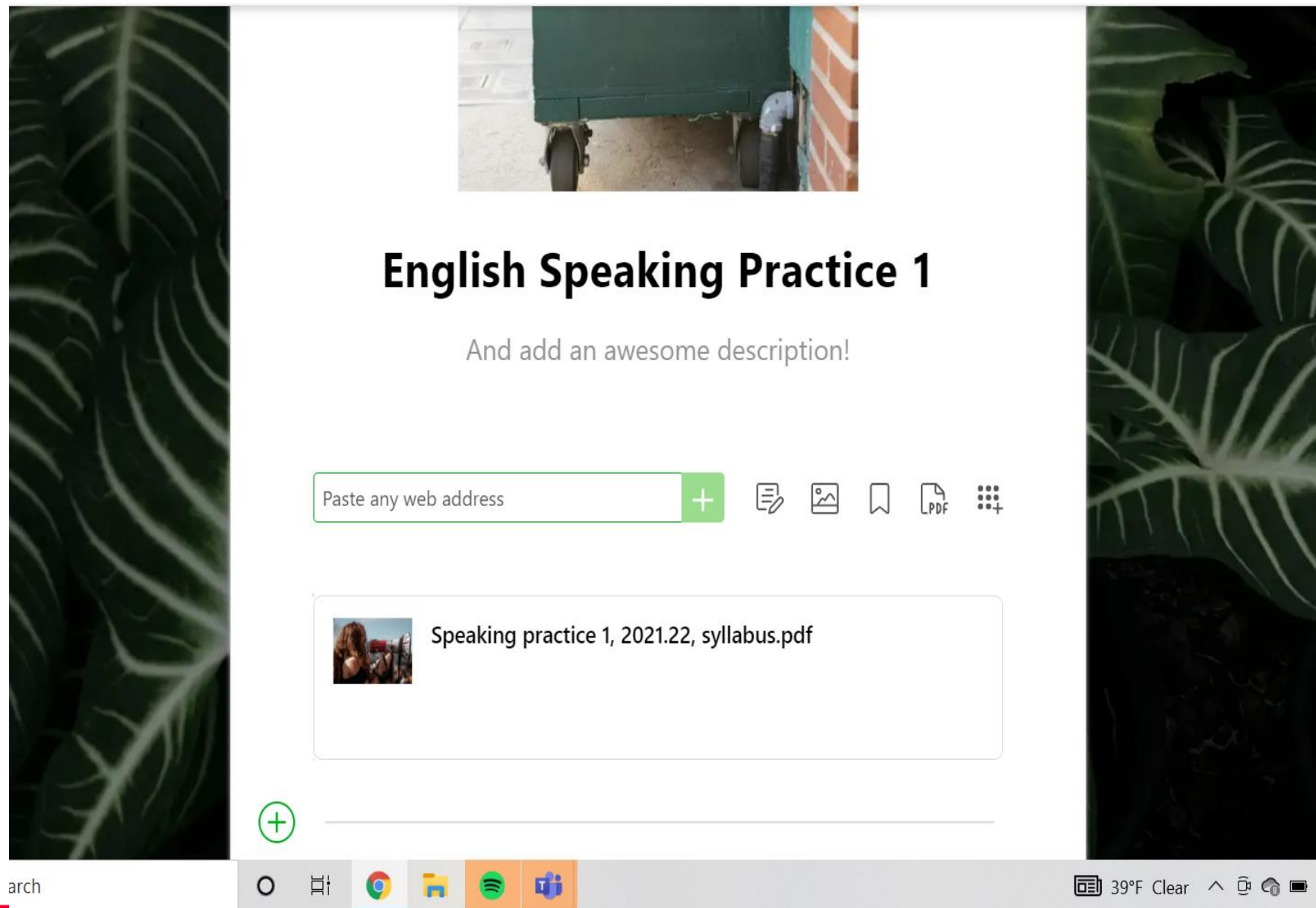
Autumn: <https://tinyurl.com/hupeautumntornadoes>



Winter: <https://tinyurl.com/hupewintertornadoes>



Wakelet



The image shows a screenshot of the Wakelet web application interface. At the top, there is a header image of a green dumpster on wheels next to a brick wall. Below this, the collection title "English Speaking Practice 1" is displayed in a large, bold, black font. Underneath the title is a subtitle in a smaller, grey font that says "And add an awesome description!". Below the subtitle is a text input field with the placeholder text "Paste any web address" and a green plus icon to its right. To the right of the input field are several icons: a speech bubble, a picture, a bookmark, a PDF document, and a grid of dots. Below these icons is a collection of items. The first item is a PDF document titled "Speaking practice 1, 2021.22, syllabus.pdf" with a small thumbnail image of a person. At the bottom of the collection is a green plus icon in a circle. The entire interface is framed by a dark green background with a leaf pattern on the left and right sides. At the bottom of the screen, there is a Windows taskbar with various icons and a system tray showing the temperature as 39°F and the weather as Clear.

English Speaking Practice 1

And add an awesome description!

Paste any web address +

Speaking practice 1, 2021.22, syllabus.pdf

Google classroom

Unpredictability ŠK template.pptb x English Speaking Practice 1 - Wal x Classes x +

classroom.google.com/h

Apps Unpredictability ŠK... International Journ... Francois Rabelais ... Kafka on Books and... Baza frazema hrvat... K sinonimi: slične rije... Cambridge Diction...

Google Classroom

To review Calendar

ELP 4, 2021

Engleski jezik III, 2021

ESP 1, 2021

Due Friday
Food video

TS&P 2021

39°F Clear 8:26 AM 11/14/2021



A piece of news

JUST CHATting

Do you ever listen to the news?
Do you find it interesting?

- ① Listen to the radio news.
Choose the headline.

- 1 Pesticides ruin health of Bristol citizens
- 2 Weed-killer vinegar - bizarre experiment fails
- 3 Strange smell to continue in Bristol City



PRONUNCIATION TIP

To read the news like a professional, don't speak too fast or too slow. The words need to be pronounced clearly, but you have to sound natural - as if you were speaking, not reading. Use the appropriate tone - we can express emotion, sarcasm, indifference and many other emotions using our voice. Find the suitable one.

- ② Listen again. Is this true or false? Explain.

- 1 The news was recorded at the end of the year.
- 2 Weed in Bristol was treated with vinegar for 2 years.
- 3 People didn't feel the smell at all.
- 4 This was not as cheap as the Council thought it would be.
- 5 The Council said it would be best to go back to using pesticides.



DID YOU KNOW?

It's more difficult to listen to the news than to read it. Therefore, radio news needs to be simple and clear. Research shows that listeners find it difficult to understand sentences with more than 15 words.

USEFUL TIPS

- The best headlines usually have 5 to 10 words.
- They need to be accurate and specific. Choose words carefully. Use the whole sentence.
- Use the present tense. Don't start with a verb.
- Use 'to + infinitive' to express the future.
- Don't use articles *a*, *an* or *the*.
- Don't use personal pronouns.

News	<i>e.g. Summer break to be longer this year.</i>
Sport	
Travel	
Culture	
Entertainment	

WRITING

I can write a short piece of news.

KEY WORDS

• news • headline
• topic • newsletter

- ④ Choose one of the headlines you have written in exercise 1 and write a piece of news. It can be based on real or made-up events. Follow the structure below.

Introduction: announce the topic by saying the most important information

Main part: give all the other important information



Conclusion

Our school will host the student environment conference 'The Youth and Climate Change'.

Two years ago, our school applied to the EU call to host a very important environment conference 'The Youth and Climate Change'. Student conferences are held every two years and the conference topics change. The next-year's conference, which will be held in our school, deals with climate change, its effect on the youth and their future, as well as their role in environmental protection.

Our school was chosen among 234 schools that had applied. The headmaster, Mr Peck said that it was a great opportunity for our school to tackle the problem of environmental protection.

The official announcement will follow next Monday, on 16 April. All students are invited to come to the grand hall at 9:00 am.

MINI PROJECT

Create a class newsletter.

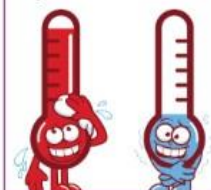
- STEP 1** - Choose the editor-in-chief (by voting).
STEP 2 - Choose the newsletter sections (by brainstorming & voting).
STEP 3 - The editor chooses: editors of newsletter sections, grammar and spelling proofreaders, and photographers
STEP 4 - Section editors choose: news reporters
STEP 5 - News reporters find out the news and write short and interesting articles.
STEP 6 - Photographers take photos after reading the articles.
STEP 7 - Proofreaders correct the articles.
STEP 8 - Editor-in-chief checks everything once again and puts the material together. They create a pdf document.
STEP 9 - You publish your newsletter (ask someone to print it out for you).



VOCABULARY TIME

What to use instead of the word 'very'?

very simple → basic
very hungry → starving
very important → crucial
very interesting → captivating
very cute → adorable
very little → tiny
very long → extensive
very short → brief
very rich → wealthy
very cold → freezing
very hot → boiling
very scared → terrified
very tired → exhausted



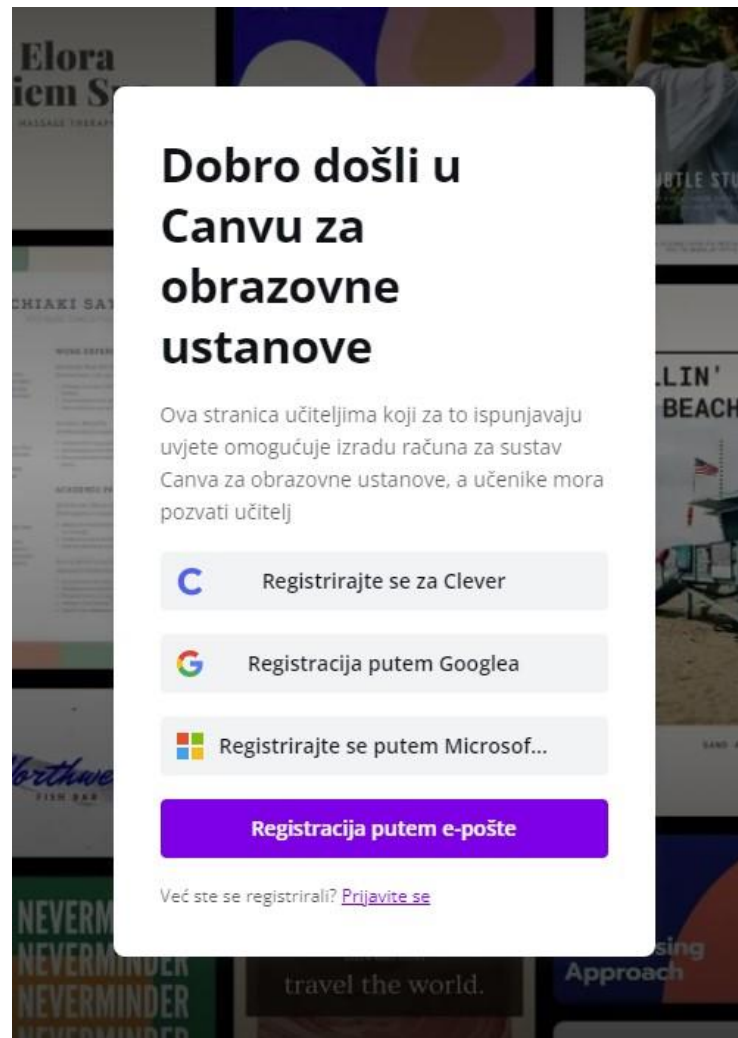
Class Newsletter

- Word
- Canva
- Google Jamboard

Canva for Education



All about Canva for Education by Microsoft (includes video tutorials)



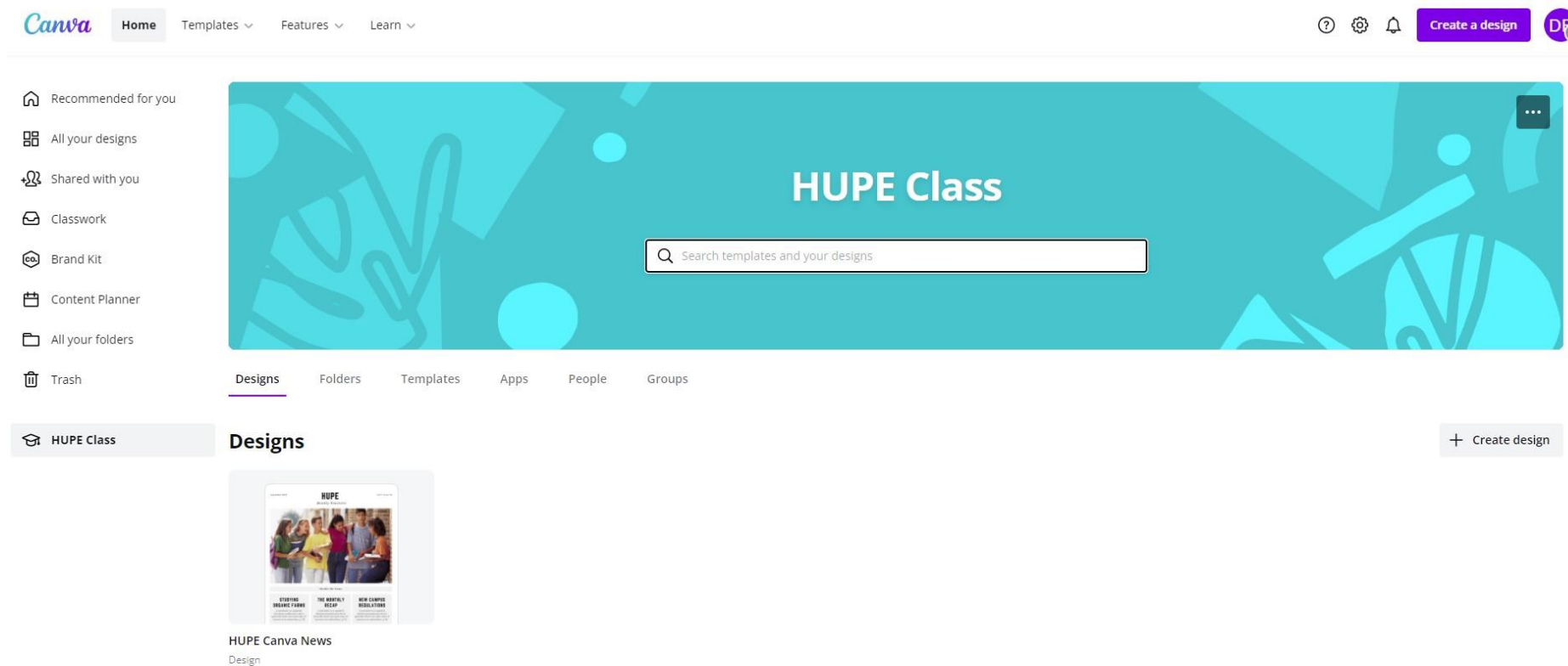
All about Canva for Education by Canva

What does a Canva class look like?

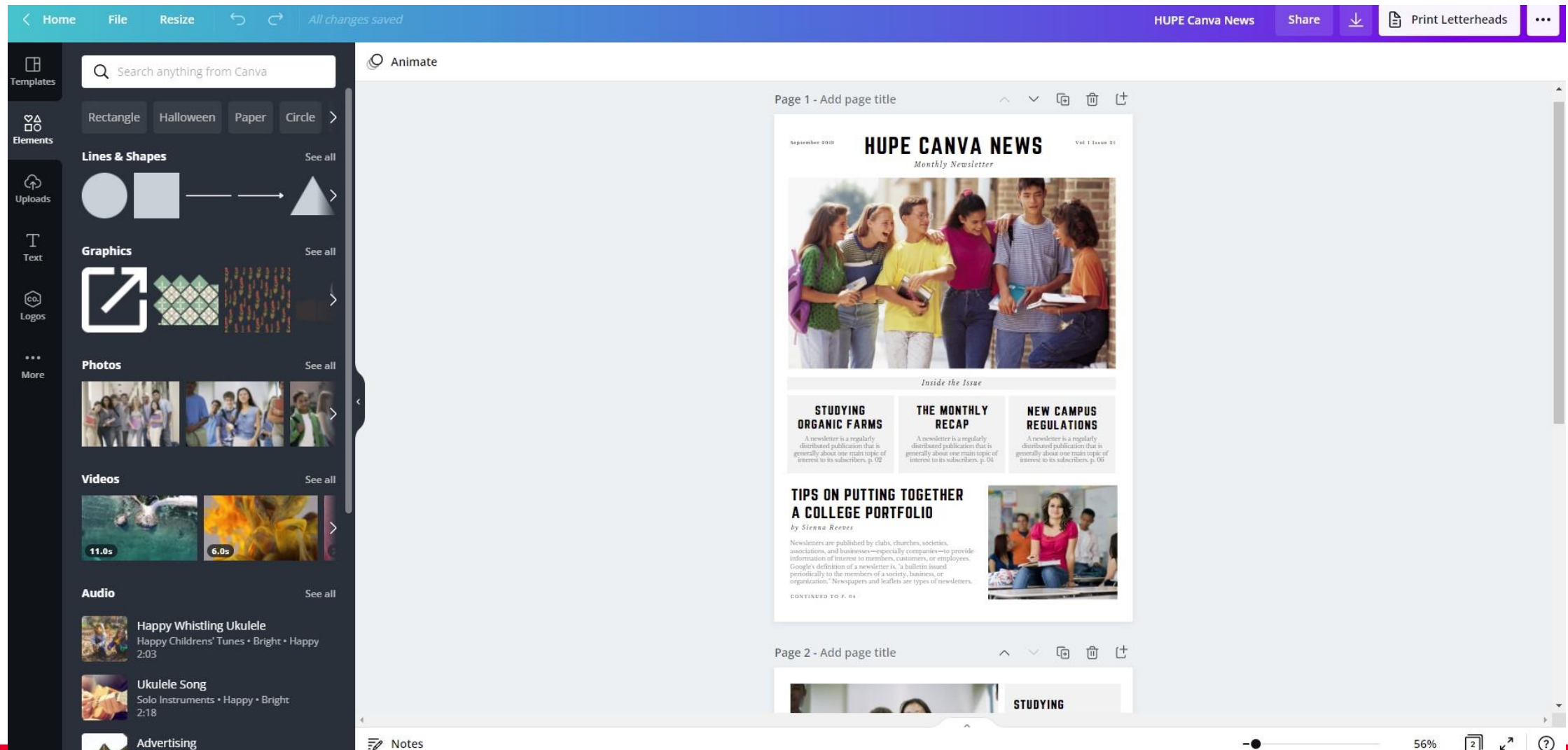
Follow this link to join one and take a look around:

<https://tinyurl.com/hupecanvaclass>

HUPE Canva News – click on the design



Add an interesting tip/idea/fact you have found during the conference.





PEOPLE IN MY NEIGHBOURHOOD

FOCUS ON GRAMMAR

I can talk about things happening now.

KEY WORDS

neighbourhood
next-door neighbour
direct traffic
interview

1 Read about the people in the photos. Match the people with the photos.



Kevin is a street musician. This is his favourite spot. Look, he is playing the guitar and Sykes, his cat, is listening. Sykes is a very special cat. It can meow to Kevin's music.

This is Kinsey. She's a school journalist. Here she is interviewing two schoolgirls. They are talking about their future plans.



Kids from the neighbourhood are painting an ugly garage wall. They are trying to make our neighbourhood look nicer.



This is Collin, my next-door neighbour. He is a little boy who is crazy about baseball. In this photo he is wearing a white T-shirt. He's playing a game with his friends.

And this is Mrs Hill, a police officer. She's wearing her uniform because she is on duty. She's directing traffic. The traffic is not heavy. So she's smiling and having fun.

Hi, I'm Tim. Photography is my hobby. I've got hundreds of photos. There are so many interesting people in my neighbourhood.

Present continuous

I	am			
You	are	talking.	We	are
He	is		You	are
She	is		They	are
It	is			

now.
at the moment.
today.

Remember!

KEY WORDS

chatting online
multitasking
score

FOCUS ON GRAMMAR

I can explain why things are happening.

2 Match the questions with the answers.

- Is Collin wearing sports clothes?
- Is Kinsey sitting in the street?
- Is Mrs Hill smiling?
- Are Kevin and Sykes sitting in the park?
- Are the kids painting an ugly wall?
- Is Collin interviewing Mrs Hill?

- Yes, she is.
No, they aren't.
No, she isn't.
No, he isn't.
No, he isn't.
Yes, they are.

have + **ing** = having
smile + **ing** = smiling
get + **ing** = getting
run + **ing** = running

Be careful!

I	am			
You	are			
He / she / it	is	not	talking.	
We / you / they	are			

Remember!

Am	I			
Are	you			
Is	he / she / it			
Are	we / you / they		talking?	

Remember!

3 Look at the photos in task 1. Answer the questions.

- Why is Collin hitting a ball?
- Why is Kinsey holding a microphone?
- Why is Kevin holding a guitar in his hands?
- Why are kids from the neighbourhood painting the garage wall?
- Why is Mrs Hill wearing a uniform?



A MULTITASKING FAMILY

1 Look at the pictures. What are they doing?



- 2 Listen to Part 1. Who is trying to save the world?

3 Listen again. Tick the correct sentences.

- Sophie is doing her maths homework.
- She is studying French.
- Sophie isn't listening to music.
- Mum is reading an email.
- She is washing the dishes.

Correct the wrong sentences in your notebook.

- 4 Listen to Part 2. Who is asking for help?
Who is playing Space Invaders?

WHAT IS MY FAMILY DOING?

Google Jamboard

**SOME
GOOD
NEWS, BY
1B**

SGN

The number one news value in the world is negativity. It captures the human eye in an instant and has completely besieged the media.

In the face of that, actor John Krasinski started a Youtube show called Some Good News in which he presents, as you can imagine, ONLY good news. Check out the first episode: https://youtu.be/F5pgG1M_h_U

Today, you're going to do what John has been doing. Find good news and share it. Go to the next slide for more information.

Our new
apps

Some good
news

Routines in speaking

Voting

Reporting

Oral report

Voice typing

SHARENTING

SKILLS
I can read and talk about parents who share photos and videos of their children.

JUST CHATTING
What would you do if this happened to you?

- My aunt tagged me in a photo that I would rather not share. I look awful.
- I want to play a video game but I am not old enough to sign in.
- My mum shares photos of me when I was a baby. I want her to stop.

1 Read the text and choose what you agree with. Explain your choice.

- Sharenting is a good / bad practice.
- There are many / not many reasons why parents should not share their children's private information.
- Parents sometimes / never share information about their children's lives in order to make money.

Some kids don't have parents any more, they have *sharents*. Sharenting is a term to describe parents who actively share their kids' **online identities**. Parents mostly share photos, videos, and descriptions of their children's activities on social media, such as Facebook, Instagram, or Twitter. They think that this is their right as a parent. But what about children's rights? Parents don't ask their children if they would like the whole world to see what they are doing. Sometimes children know that their photos have been shared, but they are not aware that this is not good for them. They don't know that they could become victims of **online predators**, because there is a lot of their private information which is shared - schools they attend, their birthdays, their photos, etc. Also, they could start feeling bad about themselves or too obsessed with their looks, because of other people's reactions and comments. And finally, UNICEF says that such **reckless sharing violates children's right to privacy** now and their right to be **digitally erased** later in life. There are also those parents who earn a lot of money by sharing their children's lives on blogs or video channels. They are sometimes followed by millions of subscribers and their family life **revolves around** shooting photos and making videos. Those parents claim that their children love to model and actually beg them to do all those videos. Psychologists, on the other hand, say that these children just want to **please** their parents. And what do children think about that? Some of them hate it, some of them enjoy being famous. But who knows how they will look at this when they grow up. Maybe they will not like it and they might even end up **suing** their parents. In 2019 there still wasn't any law to forbid sharenting but many psychologists think that this will change in the future.

2 Read again and fill in the gaps with the words / expressions that mean the following.

- saying in court that someone is guilty of a crime _____
- is focused on _____
- does something against children's rights _____
- people who sexually abuse children after meeting them on the Internet _____
- all the information that exists on the Internet about a person _____
- make someone feel happy or satisfied _____
- removed _____
- not responsible _____

KEY WORDS

- tag • online identity • online predators
- reckless • privacy • violate

3 Mark with an x how much you agree with the following statements. Explain your choice.

1 I strongly disagree **2** I disagree **3** I agree **4** I strongly agree

	1	2	3	4
Sharenting is not dangerous for children.				
Children do not become obsessed with their looks because their parents share their photos.				
Parents have a right to make money using their children as the main characters of their videos.				
Seeing how other families live is helpful.				
Parents should ask their children for a permission to post their photos or videos.				
Sharing photos and videos of children under 16 should be considered a crime.				

4 Would you forbid any of these, if you could? **5** Insert the right preposition: around, up (2x), of, to, out, on, for, by

1 Posting your child's school report card on Facebook.

2 Giving advice to parents if you are not an expert (a teacher, a school counsellor, a psychologist).

3 Commenting on the photos of children under 16.

4 Taking photos of random children on the street and publishing them online.

5 Putting a photo of your child in their bathing suit.

1 Let's share this _____ Instagram, shall we?

2 Riding a bike is good _____ me. It makes me feel better.

3 Mary is followed _____ two thousand subscribers.

4 Your life revolves _____ your boyfriend. You should hang _____ with other people, as well. Or you might end _____ being lonely and miserable.

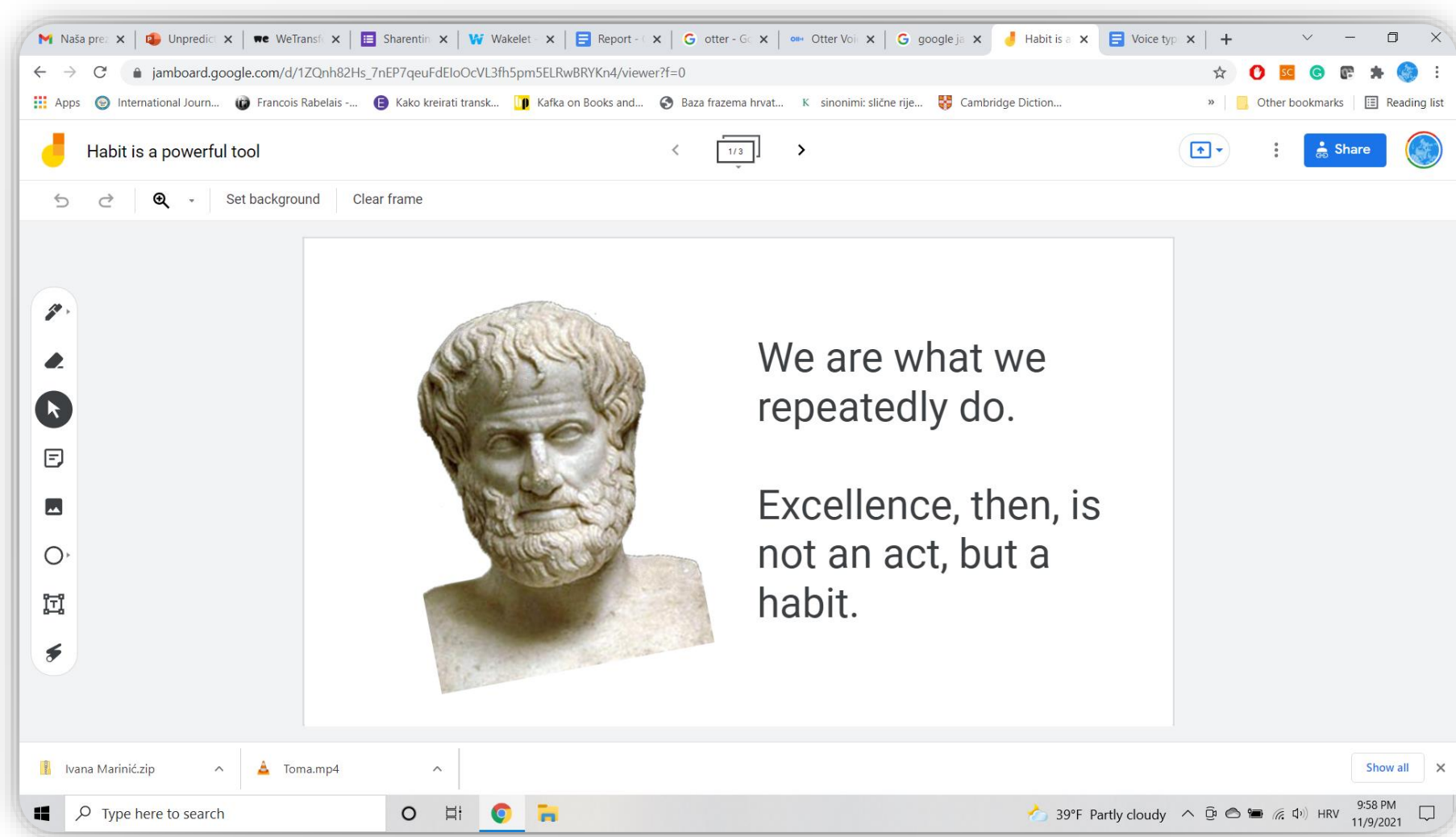
5 My grandma was a victim _____ a burglary.

6 My right _____ free speech should not be violated.

7 I want to be a teacher when I grow _____

46 Lesson 4 Unit 3

47 Lesson 4 Unit 3



Your
reasons for
 routines

You could not step twice into the same river.

Nothing endures but change.

(Heraclitus of Ephesus)



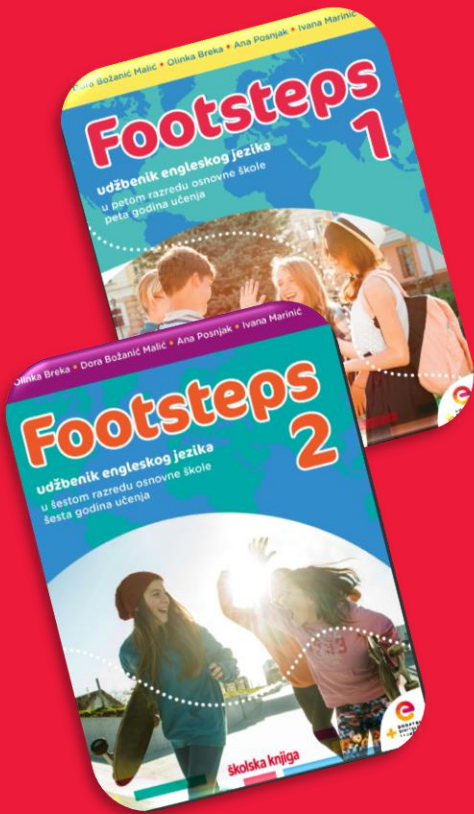
školska knjiga

NO FUNNY
QUOTE, BUT...

Thank you

for lending me your ears!





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Ivana Marinić

ivanamarinic@gmail.com

 školska knjiga