

4. to be the proprietor of.
5. This train is for Edinburgh, at York and Newcastle.
6. While you're on holiday. others are at
8. A flight that is not on a regular service. but has maybe been hired by a tour operator.
9. Perhaps you do this differently on holiday.
12. We're going the Costa Brava.
14. Visitors who are staying in your house, maybe.
17. A place where tourists often spend the night.
18. Use soap and water.
20. I'm going to with my grandparents for a fortnight this summer.
21. A nice pale bronze colour on your skin.
23. Opposite of night.

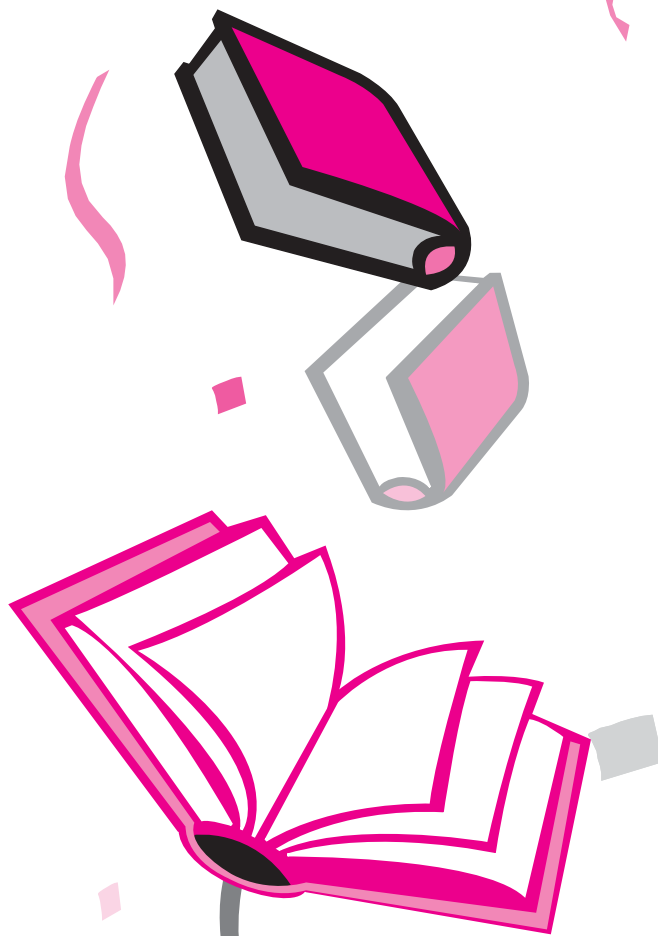
☺ It's easy and fun! You can also copy this page and distribute the copies among your students, so that they can solve it among peers. Set a time limit and let them fight for it!

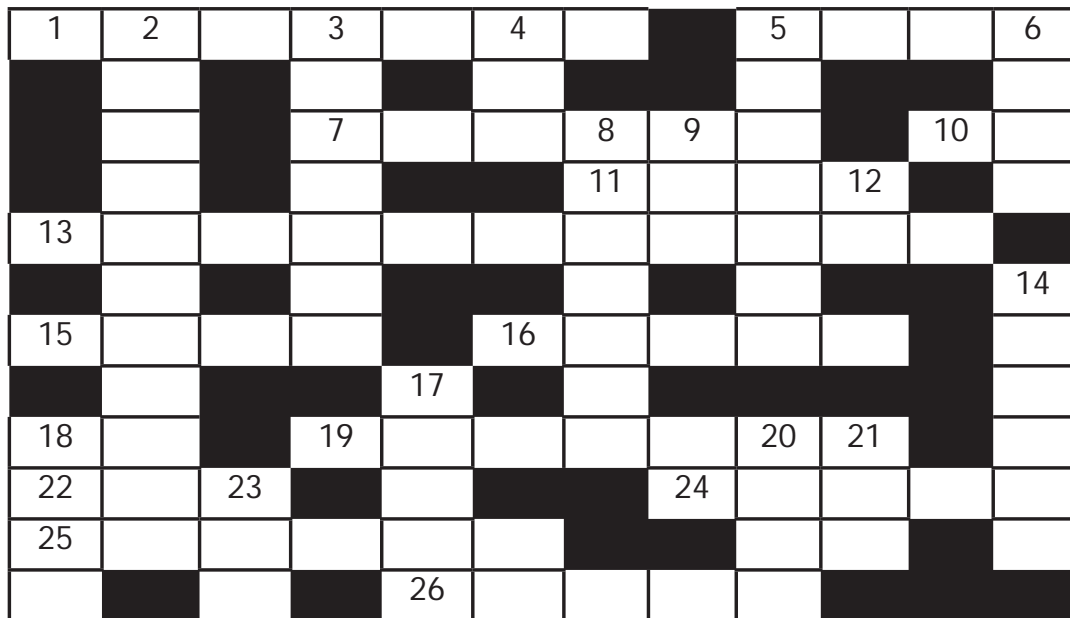
Answers to the ***Funny Riddles:***

1. A candle!!
2. A Letter W!
3. Tuesday, Thursday, today, and tomorrow!
4. SWIMS!!!!
5. Your breath!!

References

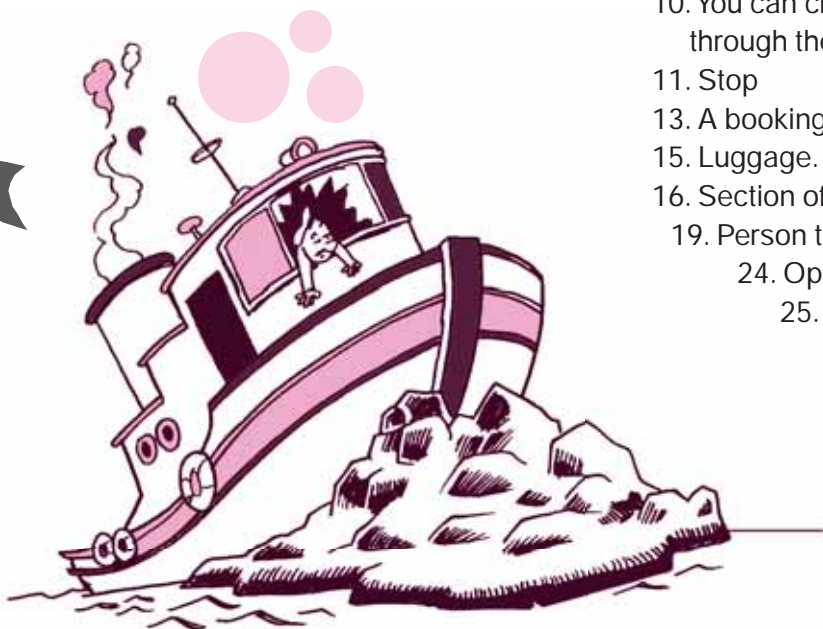
- Quotable Quotes:** <http://inservice.ascd.org/wp-content/uploads/2014/10/Slavin-EL-quote.jpg>
<http://www.randomterrain.com/favorite-quotes-competition.html>
- http://www.goodreads.com/quotes/tag/teamwork**
- Caricature:** https://www.cartoonstock.com/directory/t/team_building.asp
- Teaching Tips:** <http://www.cactusworldwide.com/blog/2015/08/20/peer-teaching-and-peer-learning-in-the-language-classroom/>
- Jokes:** <http://www.learnenglish.de/jokes/joke14.html>
<http://www.psy.gla.ac.uk/~steve/best/edujokes.html>
<http://www.brownielocks.com/schooljokes.html>
- Riddles:** <http://www.everythingmom.com/parenting/45-riddles-and-brain-teasers-for-kids>
http://www.funnp.com/misc/funny_riddles_answers_teenagers_and_adults.html
- Peer Learning Strategies:** <http://www.cdtl.nus.edu.sg/success/sl37.htm>
- Crosswords:** <http://linguapress.com/>





CROSSWORDS:
TRAVEL CROSSWORD!

TRAVEL CROSSWORD
linguapress.com



CLUES ACROSS

1. The train stops here
5. The people who work on a ship, or on a plane.
7. To invalidate: stop a booking or a planned journey.
10. You can cross the channel by ferry through the tunnel.
11. Stop
13. A booking, a guaranteed place.
15. Luggage.
16. Section of a journey.
19. Person travelling on holiday.
24. Opposite of "finish".
25. Your destination must be on your booking from.
26. Entrance hall or foyer.

CLUES DOWN

2. He sells holidays.
3. You need them before you take the plane.

groups of 4–5 students to consider the issues surrounding a problem. After about 20 minutes of discussion, one member of each sub-group presents the findings of the sub-group to the whole group.

2. **Affinity Groups:** Groups of 4–5 students are each assigned particular tasks to work on outside of formal contact time. At the next formal meeting with the teacher, the sub-group, or a group representative, presents the sub-group's findings to the whole tutorial group.
3. **Solution and Critic Groups:** One sub-group is assigned a discussion topic for a tutorial and the other groups constitute 'critics' who observe, offer comments and evaluate the sub-group's presentation.
4. **Teach-Write-Discuss:** At the end of a unit of instruction, students have to answer short questions and justify their answers. After working on the questions individually, students compare their answers with each other's. A whole-class discussion subsequently examines the array of answers that still seem justifiable and the reasons for their validity.

Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students' enthusiasm and encourage peer learning. Students thus have diverse opportunities to experience in a reasonably 'safe' and unconstrained context (while perhaps being evaluated by another group and/or the teacher), reactions to complex and

'real' problems they may face later in their careers.

Successful Peer Learning

For peer learning to be effective, the teacher must ensure that the entire group experiences '*positive interdependence*', face-to-face interaction, group processing and individual and group accountability. 'Positive interdependence' emphasizes the importance and uniqueness of each group member's efforts while important cognitive activities and interpersonal dynamics are quietly at work. As students communicate with one another, they inevitably assume leadership roles, acquire conflict-managing skills, discuss and clarify concepts, and unravel the complexities of human relationships within a given context; this process enhances their learning outcomes. Thus, students' learning extends far beyond the written word and even the given task.

However, peer learning may encourage the presence of '*freeloaders*'—team members who fail to fulfil their team responsibilities, but are awarded for assignments or presentations the same (high) grade as their more responsible teammates. Freeloading may be minimized by using peer ratings to assess individual performance of team members, or conducting a 'post-test'. There will then be two levels of accountability: the individual and the group.



The men wrote: "Woman, without her man, is nothing."

The women wrote: "Woman! Without her, man is nothing."

2. There were two small boys, John and Jim, who were friends. Jim had a dog. One day they were taking the dog for a walk and Jim said proudly: "I've taught the dog to whistle". "What do you mean?", said John, "He's not whistling". "I know", said Jim, "But I said I'd taught him; I didn't say he'd learned".

3. Teacher: "What is the purpose of having school?"
Student: "Without school there wouldn't be a reason for holidays and summer vacation."

4. "What is the plural of man, Willie?" asked the teacher.
"Men," he answered.
"And, what is the plural of child?"
"Twins," replied Willie.

FUNNY RIDDLES

1. I'm tall when I'm young and I'm short when I'm old. What am I?
2. What is at the end of a rainbow?
3. Name four days of the week that start with the letter "t"?
4. What word looks the same backwards and upside down?
5. What is it that you cannot hold even ten minute, even though it is lighter than a feather?



(Check below for the answers.)

PEER LEARNING: A CLOSER LOOK FOUR PEER LEARNING STRATEGIES

To facilitate successful peer learning, teachers may choose from an array of strategies.

Peer Learning Strategies

1. **Buzz Groups:** A large group of students is subdivided into smaller

of information (the teacher) during his/her entire language learning journey. They should be asking questions and thinking about the meaning, form and function of the language as they advance and progress, wherever they are and whomever they are with.

5. Building confidence: Peer teaching gives students the opportunity to clarify what they already know in their own minds. It is much more useful for the student to reinforce their own understanding of the target language by explaining to a peer, rather than listening to the teacher repeating something for them. It also engenders a 'I actually know this stuff!' feeling in the student, which is both motivating and rewarding.

Even though teachers often secretly feel they should be 'masters of their kingdom' when they are in class, it is important to remember to constantly hand over to students. Look for new ways to make students independent learners both inside and outside of the classroom, to build their confidence, and to always facilitate, rather than dictate.

A LETTER

Mr. Jahanban has sent us a letter in response to a previous cartoon. Here it is and thanks for sharing your ideas with us: Do it again and more! ☺

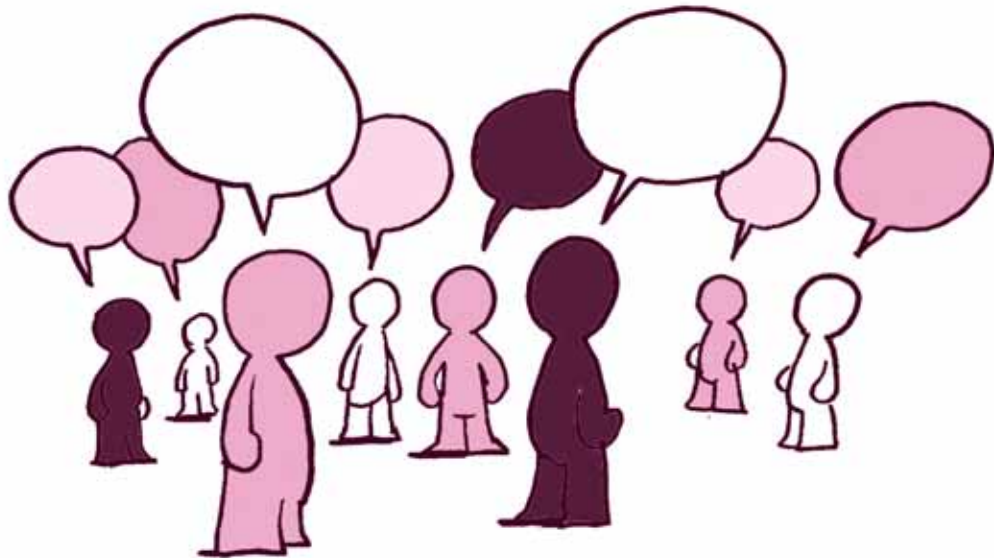
In response to 'No Comment', ROSHD FLT, Vol. 30, No.2, Winter, 2015, p. 28:
"Like it or not, nowadays, children as young as eight years old, can beat us at any video game on the market,

and they may even type faster than adults do, since they are "Digital Natives"! That is, they are born to an environment saturated with diverse types of technologies. According to Palfrey & Gaser (2008), most likely, we as adults are impressed by some of the skills these Digital Natives are capable of possessing. At least, occasionally, we as English teachers, have made our own PowerPoint slides for teaching grammar, for instance, but students have also made presentation materials as an assignment that have made our slides seem medieval! To make a long story short, no major aspect of modern life is untouched by the way many of us now use information technologies, so education cannot be an exception to this rule, and since for most of our students, new digital technologies-computers, cell phones, etc. are primary mediators of human-to-human connections, we may be forced, willingly or reluctantly, to ask our students to teach us how to use the Internet to download and upload music and photos, as a case in point."

Hasan Jahanban Isfahlan, the 5th educational district, Tabriz, East Azerbaijan Province

JOKES

1. An English teacher wrote these words on the whiteboard: "Woman without her man is nothing". The teacher then asked the students to punctuate the words correctly.



Why is it important that students listen to each other?

Surely students are better off ignoring their classmates whose language is full of errors, and just listen to the teacher who will model the language correctly?

1. Get with the accent: It is very likely that whatever language someone is learning they will be speaking to other non-native speakers of this language in the 'real world'. It is important to get used to a range of accents and to be able to 'interpret' the message that is being communicated, regardless of the first language of the speaker.
2. Learn from mistakes: Students should be encouraged to identify and learn from each other's mistakes. Rather than relying on the teacher to give the correct answer every time an error is produced, the teacher can encourage the students to correct each other's mistakes. This can be via on-the-spot error correction, or by boarding

errors and getting students to discuss corrections in pairs before feeding back to the class.

3. Emerging Language: Students often use the classroom environment to 'test out' new expressions they have read or discovered outside of the classroom. This 'emerging language' can be a great resource for the teacher and for other students to learn from. Students can be encouraged to listen to each other to notice new and useful expressions/vocabulary. In open class feedback students can listen to count and note the number of new expressions that are used, for example.
4. If you don't know, ask: Students should be encouraged to ask questions about the language they are learning – not just from the teacher but from their classmates and other people they meet outside of the classroom. A language learner is never going to get very far by relying on only one source

“Teaching peers is one of the best ways to develop mastery.”

- Jeff Atwood

“ The only thing that will redeem mankind is cooperation.”

- Bertrand Russell

“Alone we can do so little; together we can do so much.”

- Helen Keller

“Never give up on someone with a mental illness. When "I" is replaced by "We", illness becomes wellness.”

- Shannon L. Alder

NO COMMENT!



Share your ideas with us: azimi.hz@gmail.com ☺

TEACHING TIPS: USING PEER LEARNING IN ENGLISH CLASSES!

Why it's just as important students listen to each other, as well as the teacher?

Language students tend to rely quite heavily on their teacher; looking to their teacher for all the answers, depending on the teacher to model the target language,

believing that only the teacher can provide the solutions to their language learning problems. And teachers are often guilty of fostering a behaviour that encourages this perspective. However, there are plenty of ways to encourage students to see their peers as a good resource for new language and correct language, and to encourage them to listen to and rely on each other.

COOPERATIVE LEARNING FOR MODERN TEACHING

Hadi Azimi

Assistant Professor in ELT, Schools of Medicine and of Paramedical Sciences,
Shahid Beheshti University of Medical Sciences, Tehran, Iran

Email: azimi.hz@gmail.com

Zahra Kobadi Kerman

MA Student of TEFL, Islamic Azad University, Central Tehran Branch

Email: zahra.kobadi@yahoo.com

PREFACE

Students, these days, are different from those of a couple of years ago. We used to listen carefully to our teacher believing she/he was the most knowledgeable person on the earth! But our contemporary peers are more self-confident, more aware of the world around them, and, let me be a little bit frank, even smarter! It is very difficult to be a teacher these days than it was two decades ago. So, why not use these talented kids as assistants!?

Peer learning aims at exactly the same argument: students "CAN" learn from each other, under the teacher's supervision. This way, they learn, have fun, and you can

get a rest! ☺ Kidding! There is no rest in classes whatsoever :D

By the way, I have opened a *Telegram Channel* where I post daily inspirational English quotations and my Persian translation of these sentences. Join and share, if you wish. How? Just type the following in the search box of your telegram app: @DailyEnglishPersianSentences

QUOTABLE QUOTES

"Cooperative learning is not simple, but the rewards can be great."

- Robert Slavin