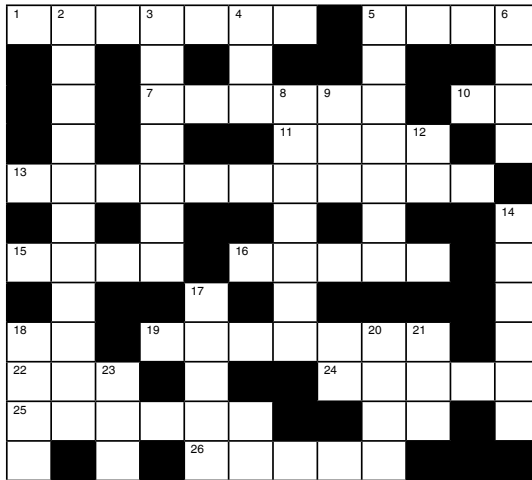


## Crossword

# TRAVEL CROSSWORD

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### 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 form
26. Entrance hall, or foyer

### CLUES DOWN

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

### Sources

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press.

## Poem

English verb conjugation can be very tricky for students. You may not notice this after years of teaching English. Here is a poem by Guy Deutscher which tries to capture how complex it might be for students to figure out the correct verb form.

### Poem

The teacher claimed it was so plain,  
I only had to use my brain.  
She said the past of throw was threw,  
The past of grow – of course – was grew,  
So flew must be the past of fly,  
And now, my boy, your turn to try.  
But when I trew,  
I had no clue,  
If mow was mew  
Like know and knew.  
(Or is it knowed  
Like snow and snowed?)  
The teacher frowned at me and said  
The past of feed was – plainly – fed.  
Fed up, I knew then what I ned:  
I took a break, and out I snoke,  
She shook and quook (or quaked? or quoke?)  
With raging anger out she broke:  
Your ignorance you want to hide?  
Tell me the past form of collide!  
But how on earth should I decide  
If it's collid  
(Like hide and hid),  
Or else – from all that I surmose,  
The past of rise was simply rose,  
And that of ride was surely rode,  
So of collide must be collode?  
Oh damn these English verbs, I thought  
The whole thing absolutely stought!  
Of English I have had enough,  
These verbs of yours are far too tough.  
Bolt upright in my chair I sat,  
And said to her 'that's that' – I quat.

realization that communities of practice are useful for not only advancing organizational aims but also empowering community members. They are effective policy tools with both short- and long-term values.



Communities of practice can take different forms; they can range from well-organized gathering of like-minded professionals with prior arrangements to informal lunch meeting of colleagues on a weekend, or even small group discussions over the break in the work place. Community members can also use Web-Based interface as their main medium of communication. Though face-to-face interaction is a feature of communities of practice, it is not a necessary component. In fact, the fast growth of communication technologies over the last decade has changed the conventional understanding of communities of practice. Now online distributed communities are no longer exception to the rule; instead there are numerous online communities which operate all over the world in the form of virtual communities and online discussion groups. In fact, the World Wide Web has become a forum for many

scientists, academicians, teachers and practitioners of various disciplines to discuss their professional problems and search for answers in their discourse communities.

An example of a distributed community of practice is TESL-L. TESL-L is an electronic discussion forum established in 1991. The stated purpose of this online forum is to provide language educators with a space to discuss issues related to English Language Teaching (ELT). Most members of TESL-L are English language practitioners/professionals and according to the website, it has 32293 members from 172 different countries. All participants have equal access to the forum and can raise questions, leave comments or engage in discussion with colleagues around various issues in their profession. The forum's message traffic is subject to seasonal variation, but an average of five messages per day is exchanged amongst the members. In terms of management and finance, TESL-L is independent, but maintains, according to the forum's website, close relationship with other professional English Language Teaching organizations such as TESOL (Teachers of English to Speakers of Other Languages) and IATEFL (International Association of Teachers of English as a Foreign Language).

You can do free online subscription. All you need is an email address where you can send/receive messages and interact with fellow English teachers from across the globe.

1. Send an email to: [listserv@cunyvm.cuny.edu](mailto:listserv@cunyvm.cuny.edu)
2. The text of the message should be: subscribe TESL-L (your first name) (your last name)

## No Comment!?

If you have any comment on this cartoon, don't hesitate and email us your interpretations in a short paragraph. Your name along with your comment will be published in the same section in the subsequent edition of the journal.

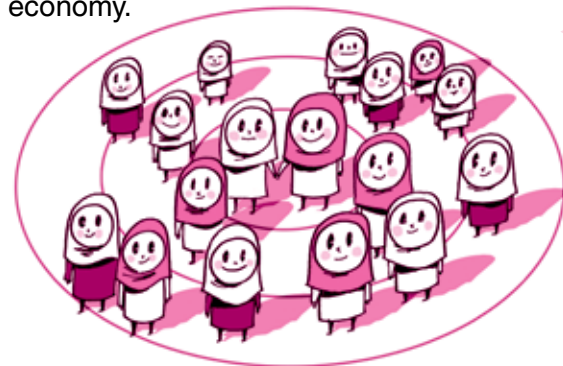


“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”

## Teaching Tips: TESL-L: An Online Community of Practice

One concept which has recently become the topic of interest in professional development debates is that of Community of Practice. Communities of practice “are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger et al. 2002, p. 4). Communities of practice, as mediums of sharing and constructing personal/professional knowledge, are not totally new phenomena. Humans have for a long time been sharing and negotiating their experiences with each other through groups and networks; this is how they discussed mutually binding issues and discovered solutions. Learning via communities dates back to the earliest forms of social life in hunting-gathering

societies. What we observe today is simply a revival of interest in communities of practice as a theoretical and practical concept in the age of knowledge economy.



Today communities of practice have become one of the many mediums for work-place and organizational learning management. In fact, cultivating communities of practice has turned into a tool for knowledge creation/distribution and become a “practical way to manage knowledge as an asset” (Wenger et al. 2002, p. 6). It is now an established

# English through Fun



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## The Note

Our warmest greetings to all our dear teacher colleagues, It's time for another edition of ETFun, and already it's number 20! This section of the Roshd Foreign Language Teaching Journal is now 5 years old. So we extend our deepest appreciation to all our readers, those who have found a little time in their busy daily schedules to follow ETFun.

We feel ever more committed to contribute to English language teaching in Iran through this tiny little piece in Roshd Journal. We need your comments and feedback for not losing direction, and knowing where we're heading. You can get to us at a touch of a button through our email addresses.

Best Regards

## Quotable Quotes

Education is the most powerful weapon which you can use to change the world.

**Nelson Mandela**

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

**Oscar Wilde**

I have never let my schooling interfere with my education.

**Mark Twain**

Live as if you were to die tomorrow. Learn as if you were to live forever.

**Mahatma Gandhi**

Education is not preparation for life; education is life itself.

**John Dewey**

Education is a better safeguard of liberty than a standing army.

**Edward Everett**

Education doesn't change life much. It just lifts trouble to a higher plane of regard.

**Robert Frost**