

● ENGLSKI ZA RADOZNALE

Malo „teoretisanja“

The Value of Learning Foreign Languages

Why do people learn foreign languages?

Why is knowing foreign languages worthwhile?

Which of the following ways/means of learning foreign languages do you find the most effective:

- learning at school
- attending classes at a language school
- reading books
- travelling abroad
- by means of radio, TV, films, tapes, records, CDs, etc.?

What's the point of learning English?

- . to travel
- . to get a better job
- . to get a job in an English-speaking country
- . to talk to foreign people
- . to read scientific books
- . to learn about other ways of life
- . to study other subjects in English

Add your own reasons

Here's a description of a profession, and the qualities needed by people in this profession

This profession can be rewarding if you like dealing with people, especially children, but it is not very well paid.

You have to know a lot about certain subjects and be quite creative.

Your working day is quite short, but you have to work at home as well.

One of the most attractive aspects of the profession is the long holidays.

What's the profession?

(teacher)

What's a good (English) teacher like?

A good (English) teacher is an emotionally stable, self-confident, firm, cheerful, socially positive and actually helpful person.

It is a person who loves children, understands young people and is capable

of becoming engrossed in people's problems.

It is a person who

- is skilled in teaching
- mastered the art of teaching
- has a good command of English, etc.

A good teacher must be a relaxed and witty lecturer.

Use your own ideas to complete these useful hints below.

(1) The good language teacher

- is educated
- explains things
- makes grammar clear
- gives good notes
- makes sure everyone understands
- reads in a tone that makes meaning clear
- lets the students do the lesson together/by themselves
- insists on dialogues/pair work/group work
- asks students' opinions
- uses questions a lot
- is forceful, but not strict
- doesn't push weak learners
- takes out/elicits things you know
- gives advice
- gives you a lot of books to read
- plays games
- is like an actor/actress
- uses movement to make meaning clear
- is funny
- tells jokes
- is one of us
- is friendly
- has a personality of his/her own
- knows psychology
- believes in you, makes you believe in yourself
- gets close to students
- tries to communicate
- talks about his/her life
- talks about problems of the school

- talks about other subjects
- is very experienced

(2) The bad language teacher

- starts the lesson immediately
- talks and talks
- speaks flat
- just says the lesson and nothing else
- just shows us a grammar rule and we forget it
- gives us a text to learn and checks it
- gives marks all the time
- gives a lot of tests, which are always too difficult
- avoids answering questions
- doesn't try to communicate
- is not prepared
- is very strict
- doesn't let us speak
- doesn't let us laugh
- shouts when we make mistakes
- forces us to do things
- treats kids like objects
- believes the students are all the same
- is always fixed in a chair
- is always above our heads
- dominates
- doesn't discuss other problems
- doesn't smile
- is bad-tempered
- is very nervous
- is like a machine
- is rigid
- is sarcastic and ironic
- makes me feel anxious
- stares at you and you can't say a word even if you want to
- has a blacklist

Describe a teacher who had a lot of influence on you

Conversation

Topic – Education/knowledge

Departure points:

- . Education should be a preparation for life
- . Unless we learn how to make the best use of the facts we learn, we shall not get the full value of education
- . Education should not produce children for a society that needs obedient sitters at dreary desks, standers in shops, mechanical catchers of trains, buses, etc.
- . Some people will go to the edge of ruin to get the *best* education for their children
- . School is a factory of knowledge
- . Young people get stuffed with facts of history, science, etc., while their personality is being neglected
- . A university must do more than supply facts; it must train its students in such a way that they themselves will always look for new knowledge and new ideas
- . Schools should become a second home for the young, in which they would also learn how to behave towards other human beings
- . What are current issues about private schools in Serbia?
- . What is the best method of testing one's knowledge?
- . Would it be better if there were no examinations in the traditional sense or do you feel that examinations are a necessity as our civilization is based on competition?
- . Should entrance exams be obligatory to get a place at a university or do you think that enrollment at a college should depend on school marks?
- . To graduate from a university does not always mean a secured position in society
- . A university is no longer a passport to automatic success
- . The large number of young people with a graduation certificate is producing a kind of inflation of certificates
- . One is never old to learn – does learning stop when one retires?
- . How can one educate oneself after one leaves school?
- . How can learning be fun and not only hard work?
- . The more you learn the less you know
- . People with little knowledge are often unaware of their ignorance

- . The cleverest man is not always the best educated
- . Knowledge by itself does not make a man wise
- . There was a great increase in scientific knowledge during the past century, but the wisdom of man did not increase at the same rate
- . Knowledge is a two-edged weapon which can be used equally for good or evil
- . Although mankind has undergone no general improvement in intelligence or morality it has made extraordinary progress in the accumulation of knowledge
- . The problem now facing humanity is: what is going to be done with all this knowledge?

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Malo „mozganja“, malo vežbanja

Riddles

1. What goes up but never comes down?
(our age)
2. What comes down but never goes up?
(rain)
3. If you feed it, it will live. If you give it water, it will die. What is it?
(fire)
4. The more you take, the more you leave behind. What are they?
(footsteps)
5. What grows bigger the more you take from it?
(a hole)
6. I saw a nutcracker up in a tree. What was it?
(a squirrel)
7. What asks no questions but receives a lot of answers?
(a telephone)
8. What gets wetter the more it dries?
(a towel)
9. What is it that you can't see but is always before you?
(future)
10. If you throw a grey rock into the sea, what would it become?
(wet)
11. What belongs to you but is used by other people?
(your name)

Think and answer

1. What is the end of *everything*?
(the letter G)
2. What is it that occurs once in a second, once in a month, once in a century, yet not at all in an hour, or a week, or a year?
(the letter N)
3. How many parts of the human body can you name that have only three letters?
(arm, ear, eye, gum, hip, jaw, leg, lip, rib, toe)
4. Five cars were lined up bumper to bumper. How many bumpers were actually touching each other?
(eight)

Brain Teasers

1. Their is four errors in this sentence. Can you find them?
(*Their* should be *There*; *is* should be *are*; *sentance* should be *sentence*; and there are only three errors, not four)
2. By inserting the same letter 16 times in appropriate places this jumble of letters will be transformed into a sentence of some sense:
VRY VNING ARNST ARND IHTN CNTS XCDINGLY
ASILY
(Insert the letter **E** and you get: **Every evening Earnest earned eighteen cents exceedingly easily**)

Shrinking words

Make each of the following words shorter by taking away one letter at a time (keeping the remaining letters in their original order) to form a new word:

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. bereft | 4. dinner | 7. relate | 10. stoop |
| 2. board | 5. friend | 8. snore | 11. think |
| 3. bounce | 6. paint | 9. stand | 12. waist |

Do this as many times as you can, each time forming a new word as a letter is deleted.

e.g. **forum:** form, for, or

e. g. **plate:** late, ate, at, a
pate, pat, at, a

- Key:**
- | | |
|---|--|
| 1. bereft: beret, beet, bee, be; beet, bet, be | 7. relate: elate, late, ate, at, a |
| 2. board: boar, oar, or; bard, bad, ad, a | 8. snore: sore, ore, or |
| 3. bounce: ounce, once, one, on | 9. stand: sand, sad, ad, a sand, and, an, a |
| 4. dinner: diner, dine, din, in, I | 10. stoop: stop, sop, so stop, top, to |
| 5. friend: fiend, find, fin, in, I | 11. think: thin, tin, in, I |
| 6. paint: pain, pan, an, a pain, pin, in, I | 12. waist: wait, wit, it, I |