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Журнал для тех,
кто преподает
и изучает английский язык

CONTENT AND LANGUAGE INTEGRATED LEARNING

ECONOMICS

*Economics is a choice
between alternatives all the
time. Those are the trade-offs.*

Paul Samuelson

издательский
дом
1september.ru

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Консультанты:

Erin Bouma

Корректур:

М.Гардер

Набор, верстка:

Г.Струкова

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Dear Reader!

Welcome to the November–December issue of *English!*

Our journal with all the crew on board is still on the lengthy journey across the realms of content and language integrated learning, which allows us very little room for “simple trifles of life”. But despite the snowy-stormy weather conditions, both inside and outside our educational space, we heartily wish you a merry Christmas and a happy New Year!

We would also like to express our huge gratitude to all of you who have found the time and energy and answered the questions of our online survey. Your contribution is invaluable! Thanks to your feedback we have quite a lot of news we can't help sharing with you.

As you will notice very soon, having flipped through the fresh pages, our journal has stepped on the path of transformation. The first subsection to be changed was the Focus on Language. Even though we do realize that tradition is not less important than practicality and usability, we decided to change the format of the topical vocabulary that we introduce to our readers. As we believe that the journal should, first and foremost, be a teacher support, we decided to choose the most important, key vocabulary and display it in the form of ready-to-use cards, on which every word is provided with a definition from Cambridge Learner's Dictionary, with the language level of the word marked. The cards, as we hope, will find their place on your students' desks and will provide them with opportunities to practise lexical items in a meaningful way.

The second change relates to what has been the central section of our journal – the *Topical Journey*. Having critically evaluated the possible benefits that our readers might gain from the topic-related texts, we came to the realisation that everyone will benefit if we supply these texts with glossaries and various reading activities. Thus, these texts will stand a chance to meet student needs and be linguistically and cognitively accessible for them. That is why from this issue forward, there will not be a separate section called *Topical Journey* but instead you will find a number of texts for reading that can be printed out and used in your classroom. Note that some of the texts may include a weblink to the audio or video version, so that auditory as well as visual learners could enjoy the process.

As you might have observed, in recent years we have been mainly publishing our materials in English. That is not only because we are fans of this language, but also due to a rather simple rationale underlying our approach. We strongly believe that teachers of English should be provided with opportunities to use their language skills, both receptive and productive, in meaningful communication. By choosing materials related to ELT or to certain topics we have always aimed at exposing

our readers to the thought-provoking, profession-related texts (because, we feel that we deserve to read something designed especially for us, not only numerous 5-paragraph essays and letters to imaginary friends).

What is more, we have also been, and still are, promoting professional writing among ELT practitioners, because we are sure that writing helps thinking. But will you get down to writing something in English for yourself? Much more likely will you do it, if you know that your ideas will be shared and appreciated by the whole community. Still, there is one topic that in our opinion should be discussed in Russian, for the sake of authenticity. And that is the Russian National Exam. That is why...

Our third innovation is an introduction of a new subsection – *RNE Expert Advice*, which will be kindly held by Andrew Mishin, an experienced examiner, who agreed to share with us some approaches, methods, techniques and activities to use in the course of exam preparation. We trust Andrew as ourselves for both his professionalism and attitude to the students.

On the pages of our journal you will also come across a hitherto unseen phrase: *Have you spotted a typo? Highlight and photo it or take a screenshot and send us a message. Thanks for your help!* Production of high quality materials is our priority, but we do realise that typos happen. So we will genuinely appreciate your help!

And a couple of words about this very issue. On its pages you will be able to find quite a number of materials devoted to project-based learning, and one of the teacher's articles is accompanied by the actual student work in the YES section, which we feel might facilitate understanding of the learning and teaching processes behind the scene. Also, we are very grateful to David Wansbrough for writing especially for our journal a series of topic-related stories that are as always filled both with good humour and genuine humanism.

The field of teaching, along with economics (and journalism as well – as we have recently discovered) confronts us with the need to make conscious choices on a daily basis. Then we must find some ways to have trade-offs and come up with win-win solutions. In this process, it seems that it's important to have a clear understanding of your real intentions and to be lucky enough to possess the resources necessary for “keeping calm and carrying on”.

We wish you a plentiful supply of both these ingredients of success in the upcoming year!

By Elizaveta Paremuzova,
Editor-in-Chief

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Уважаемые подписчики бумажной версии журнала!

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ECONOMICS, ECONOMY AND ENGLISH

Economics, economy, economic and economical are perhaps an example of how easy it is to confuse similar-looking words and their meanings in English.

- *Economics* is basically the science about money and its role in society; hence *a professor of economics from Harvard*. More rarely the word is used to denote the way something may or may not work: *the economics of a plan*.

- *Economy* (n.) has two main meanings. One refers to the system in which a country's money and goods are produced, thus it may be translated as *хозяйство, производство*. In everyday speech it is used to show a way to spend less money on your household needs or facilities.

- The adjectives *economic* and *economical* are sometimes used as synonyms, though the former is more closely associated with the noun *economy* while the latter is used in various contexts. The *Economist* is a journal devoted to the study of the ways money and goods are produced and used in society as well as world news.

Of all the possible uses and word combinations, of all the spheres where money is discussed, I would like to talk about *home economics* and the way it relates to education. My first real introduction to the subject happened at a conference in the Netherlands in the town of Enschede a few years ago when we visited a vocational school there. The whole concept was explained to us in detail. It was

a very large high school where neighborhood adolescents who did not aim for a university education continued their studies after finishing their ten-year course at secondary schools. “Neighbourhood” in this case meant quite a large territory, mostly farmlands. To be clear, those children who showed both good aptitude for future studies and the desire to continue at a traditional high school for the requisite two-three years could do so. Those who had other goals came to this amazing new institution.

All the students spoke English fluently; they took us around, showing various classrooms and explaining what one could learn there. Absolutely every room had state-of-the-art ICT equipment; anywhere we looked we also saw lots of EL materials. The very first lesson we attended was Home Economics. A bit surprisingly most of the attendees were teen boys. They learned various facts about foods and meals, about good and bad nutrients; they confidently clicked all over the web to find the necessary data on various products and recipe sites. Their teacher helped out when needed. Then they proceeded to choose the actual produce to continue their lesson, that is to cook.

I watched one young man who washed lots of vegetables, naming each one in English for us. Then he expertly sliced and diced them, took a very large frying pan, poured a little oil into it and positioned all the prepared produce into it. He explained the order in which he placed them in, the desired heat, the timing, all the while carefully stirring his creation with a spatula. I asked him what the dish was called, and what he intended to do with it. He said seriously that it was called Stir-fry, then grinned: “All my friends know that I am cooking today, you can watch them rush in and eat up everything! Nothing should be wasted; we are always allowed to eat what we cook, to share with friends and to take it home – if there's anything left!” I could see that all the students acted very responsibly; they treated their teachers with great respect, too. When they finished they quickly cleaned up, with everybody lending a hand, so the room was spotless.

In another classroom teen girls and boys were studying various hairdos and manicures. They worked individually, using their computer stations; at times they would raise their hands and the teacher would come up to answer some questions or help them navigate a site. She explained to us that when they felt confident enough with all the instruments and only when they got the students' and parents' agreement,



they could progress from working with dolls and mannequins to real people. Some kids smirked and whispered that they also practised on their younger siblings at home, though they were quick to clarify that they never abused their own skills. Naturally, they experimented on themselves and on their classmates as evidenced by some very inventive manicures on both girls and boys, and by multicolored streaks in their eye-popping hairdos. How did they see their future jobs, what was their main objective? "I want to create beauty and originality, to brighten up the world!"

There were classrooms for future nurses, massage specialists, for animal care and for home improvement. One classroom looked somewhat boringly familiar, after we visited all the more exotic ones. When we peeked inside we saw this typical picture: the teacher by the smart board, students clicking on their desk computers and taking notes, questions and answers. The subject though was not one you would expect to encounter at a school. Those seniors were learning how to plan a family budget; they tackled all the intricacies of modern

home economics, the finances, the taxes, the deductions, the loans, the percentages, the interest rates... They used some terms with surety and asked their teacher to explain the new ones. Only one of them said that he wanted to go on to a university and become an economist "to plan the country's budget better". The others wanted to work at their family's farms after school. Clearly not only farmhands but also specialists in economics and finance were needed.

It was hard not to notice that all the students spoke very good English. I asked why they needed it. "To communicate with the whole wide world, to contact our peers in any country!" In this, they are not different from teenagers around the world. According to statistics and opinion polls, 85% of children list communication with their peers as the number one reason for going to school. Education itself comes in second. Young people studying home economics want to be able to read the news, to get data about climate change, global warming and pollution. To meet and greet visitors. I think that's as good a motivation as any.

By Nina M. Koptug, Ph.D.,
Novosibirsk



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РЕКЛАМА

ELephanT Summer School 2018

The ELT scene in Russia has become extremely vibrant in recent years, with regional associations, private schools and even individuals offering dozens of professional development workshops and conferences all over the country throughout the year. I try to participate in such events every few months, and they are always the highlight of my year. I enjoy meeting new people and finding out about other teachers' realities. I love a well-delivered workshop and all in all, such events always inspire me and give me a lot of food for thought.

However, when I reflect on my conference-going experiences from a more practical perspective and think how much of what I learnt I end up applying in my daily teaching, I have to admit: not much.

I remember, for instance, attending an excellent workshop on exploiting texts, which Jeremy Harmer gave earlier this year at the DonELTA Winter school in Rostov-on-Don (another event that I greatly enjoyed). The workshop was centred around a short text, which we first read for pleasure, and then did a series of activities that got us to engage with the language in the text.

Here's a sample activity that Harmer shared. *Silently, read the text again and find any words that have the sound ʌ (as in 'up') in them.*

Did I get a chance to try out the activity? Yes – this was a practical workshop and the participants got the chance to try all the ideas that were presented. Did I enjoy the activity? Certainly! I experienced a most peculiar feeling of engaging with every word in the text, examining them and playing their pronunciation in my head. Have I used the activity



with my learners? Well, I was going to, but for some reason I never did – at least, not yet. It's difficult to say exactly why this happened, but my guess is, that's because I didn't see (or didn't stop to think?) how I could incorporate this activity into my lessons in a way that wouldn't detract from the coherence of the lesson. As a result, whenever I planned lessons in the months since the workshop, it never even occurred to me to get the learners to read the text silently, looking for a specific sound – quite frankly, I'd completely forgotten about the idea.

When it comes to ELT conferences, this is probably an unavoidable issue: a typical workshop lasts 40 to 75 minutes, and there's simply not enough time for the participants to design any ways to apply the ideas presented to their contexts.

ELEPHANT SUMMER SCHOOL 2018

This June I got a chance to participate in ELephanT summer School 2018, organized by Natalia Belousova (ICELT trainer, DOS at CLASS Study and Training Centre, Rostov-on-Don) and Zhenya Bakin (Head of Foreign Languages department at New School, Moscow). This 5-day event, which took place at New School (Moscow), brought together over 17 trainers and 70 participants from all over Russia. The school had a lot of unique features and session types that I'd never experienced before at an ELT conference, and I think that the organizers succeeded in designing a truly innovative programme that not only inspired the participants and gave them an opportunity to network, but also will have a real impact on their teaching.



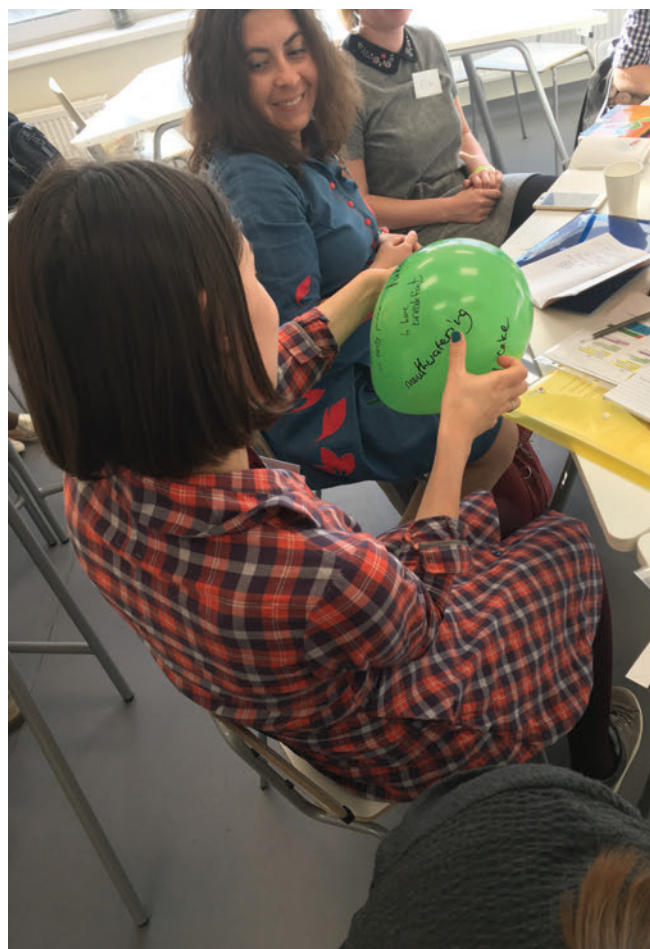
THE FOUR TRACKS

The most distinctive feature of the school was that the participants were offered a choice of four 20-hour courses on topics ranging from a Current Methodology Refresher, to Teaching Young Learners, to Teaching Pronunciation with technology, to Designing one's own course. All courses included a very strong practical component (e.g. designing a number of lessons or a syllabus), which meant that the participants were not only learning *about* the ideas – we were actually acquiring practical skills and creating materials to take to our classrooms.

The strand I took (the course on teaching productive skills to young learners, conducted by Masha Andrievich and Katerina Stashevskaya), was organized as a sequence of workshops on speaking and writing subskills, arranged in the same order in which a child would acquire them: e.g. looking at writing, we went from helping the learners to write individual words, to encouraging them to write sentences, to scaffolding paragraph writing, to creating their own picture books. Before the course, I had no experience teaching young learners, and I felt that over the five days of the course I got a good idea of the range of issues associated with the course topic, *and* plenty of chances to practise the ideas (I even found myself creating my very own sock puppet, which my 2-year-old immediately fell in love with).

FISHBOWL OBSERVATIONS

A fishbowl observation is a type of workshop during which the participants first observe a live 40-minute lesson with a real group (this is totally unrehearsed, as the teacher meets the group for the first time), and then they reflect on the lesson.



I first heard about fishbowl observations when Zhenya Bakin did one at DonELTA 2016, but that time I couldn't make it to his workshop. I was really sorry to miss it: the idea had really intrigued me ever since, but it also sounded like a potentially nerve-wracking experience for the teacher. So, I was delighted to hear there would also be fishbowl observations this time, and very happy to be asked to facilitate the reflection stage in some of them.

I observed two lessons, taught by Victoria Sixtell (DOS of Big Ben, Novocherkask) and Darya Semizorova (Rostov-on-Don). I'm quite used to facilitating post-lesson reflection on CELTA, but this time the observations had a very interesting twist: after the lesson, the participants were asked to interview the learners about their experience. Also, the lessons were with higher level groups (C1/C2), and some of the learners were actually teachers participating in the school. Therefore, they stayed for the post-lesson discussion. This meant that we gained a very deep insight into the lesson from the perspective of all parties – the teacher's, the observers', but also the learners'.

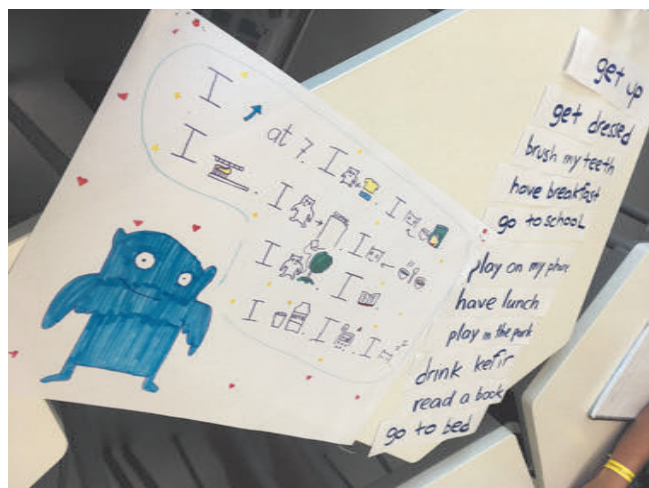
For example, in one of the lessons we were analyzing interaction patterns. About half of the lesson was conducted in a whole-class mode and we noticed that some of the learners dominated those stages. When we started discussing why that happened (e.g. was it because they didn't have anything to say on the topic? because they just enjoyed listening to others? because of their personality?), it turned out that one of the students reported during the interview that she felt her English level was worse than the rest of the group and she was too embarrassed to talk during the whole-class activities.

I think this kind of deep awareness of what was happening during the lesson and what factors were at play makes for a very valuable reflection experience, and I enormously admire the teachers who made this experience possible by agreeing to give a lesson in such a challenging setting.

PEER TUTORING AND ELT OPEN MIC

Another distinctive feature of ELEphanT summer school was that it was not only practice-oriented, but also participant-centred.

The very first activity we did was sit quietly for a few moments thinking about why we'd come to the school and what outcomes we'd like to achieve. Zhenya Bakin had brought a few dozen pictures, and he asked us to browse through them and pick a picture that would speak to us and represent our wishes. He then encouraged us to write a personal statement at the back of the image – a kind of a goal for the next five days. The goals stayed private, but the images were to be stuck to a wall, to serve as a reminder of our personal agendas. I'd heard of such visualization techniques before, but I'd never tried anything like that at the start of a conference or a course, and I think that it worked for me, helping me stay focused and more alert throughout the whole event.



The school was also very participant-centred in terms of giving us opportunities to share our ideas, experiences and worries. This was specifically designed into the programme through so-called *peer tutoring* and *clinic hours* sessions, and an ELT Open Mic event.

The peer tutoring sessions were a kind of swap shops in which everyone in the room had five minutes to share their favourite activity or resource. The only means of moderation was supervision by a time keeper, who helped the speakers to keep track of time and encouraged the participants to reflect on their takeaways at the end of the session.

I really enjoyed this session and I think this is a kind of event that any school could benefit from. In our school, we started running such swap shops a few years ago, although our version is a bit more focused (e.g. we've had a workshop on our favourite warmers, a workshop on favourite vocabu-



lary revision activities, etc.), and they're always a great hit. The only potential complication is that the teachers might need encouragement: all too often, a teacher assumes that the fantastic activity they love isn't worth sharing because everyone's doing it anyway, and I've found that this assumption is rarely true.

ELT Open Mic is a similar event. The school participants were asked to sign up to give a 10-minute talk on anything they feel passionate about. Again, there is a moderator who keeps time (no talk is allowed to overrun). The talks at an Open Mic event tend to be less practical and more contemplative. I think they are an excellent alternative to longer conference talks – they're short and focused, and this format is ideal for people who want to break into public speaking.

CONCLUSION

All in all, ELEphanT School 2018 was an outstanding, impeccably organized event, and I hope that it continues running for many years to come.

I feel that I barely scratched the surface in this review, but I hope that you found here some ideas that are relevant to your own professional development.

LINKS

<http://club.n.school/elt>

<https://www.facebook.com/elephantips/>

*By Olya Sergeeva,
Business English trainer, CELTA trainer and a local
Delta tutor based in St. Petersburg, Russia.
She blogs at <https://eltgeek.wordpress.com/>
Email: olyaelt@gmail.co*

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Using Task-Based Learning (TBL) Framework in Classroom: A Case Analysis

This article is a brief description of the author experimenting with adopting TBL framework. The article will state the hypothesis of the experiment, describe the teaching context, provide the implemented activities, and declare the achieved outcomes and the author's reflections on the experience.

The article is a good starting point for those willing to experiment with TBL, but having reservations.

BACKGROUND INFORMATION AND HYPOTHESIS

The class who I tried TBL with were a group of 6 teens aged 13, following a B1 level Cambridge coursebook in the setting of a private secondary school. The intrinsic motivation was quite average. The students were not particularly hard-working or lazy, gifted or slow, collaborative or resistant.

Adopting TBL, I was not seeking to solve a particular problem. Rather, I had a hypothesis that TBL would boost the productive output and was curious to find answers to the following questions:

- When TBL framework is adopted, will the students show a significant increase in enthusiasm, manifested in the inclination to speak at length?
- Will the students ask each other more questions and be more interested in hearing the answers?
- Will they use the target language at a higher rate?
- Will they be more accurate in the use of the target language?

TBL FRAMEWORK OVERVIEW

The foundation of the TBL framework can be seen on the flowchart (figure 1). The length of each stage can vary according to the teacher's goals and students' reception of each activity. The framework can be stretched over a series of lessons and turned into a mini-course.

At the Pre-Task stage, the teacher models the output expected from the students at the Task stage. This model is normally presented through playing the video featuring the model activity (e.g., purchasing food at a supermarket, asking for a pair of trousers in a different size, or sitting a job interview), but can come in any form (e.g., a text, a series of drawings accompanied by a voiceover, storytelling, student-models from the level-up group, etc.). The teacher explicitly states that this is a model activity, and the students are allowed to take notes.

At the Task stage, the students do the modelled activity, preferably in small groups, pairs or individually, depending on the class size. Next, at the Planning stage, each group/pair/individual prepares to tell the rest of the class about the outcomes of the Task stage, focusing on the content. For example, if the students were ordering an opera ticket online, they are going to report where, when, and who with they are attending the Opera House. During the Report stage, students tell the class about the Task.



Figure 1. TBL framework

The Analysis stage is when the teacher, who has been monitoring the students during the previous stages, comes to the frontline and feeds in the target language items, i.e. the language the students could have benefited from during the Task stage. The highlighted features can be grammatical patterns, lexical items, text structure, communication strategies, sentence stems, etc.

At the Practice stage the students do a task (a controlled, freer, or anything in-between) to practise the presented target language explicitly. Often, the stage consists in doing another run of the Task, sometimes with slight modifications, to avoid the grain of repetition.

According to D. and J. Willis (2003), this 'flipped around' version of presentation and practice, orthogonal to the traditional Presentation-Practice-Production (PPP) model, has the benefit of sufficiently warming students up and eliminating the resistance to the new target language. This is an extension of the old 'Teach in time, not in case' motto, that implies that 75% of teaching success lies in making the content relevant to the learner. Another advocated benefit is the increase in time allocated for productive practice, which is often narrowly squeezed in at the very end of a PPP lesson.

EXPERIMENT

Pre-Task. The students watched the screencast of my Googlewalk around the village Mousehole. The video was accompanied by the recorded voiceover in which I was giving comments to the surrounding area and reciting noteworthy facts about the locale. The students were



Figure 2. Google street-view of Mousehole, UK

asked to take notes of anything that caught their attention or anything they thought could be useful for them later. This took half a lesson.

Task. The students recorded the Googlewalk screencast with the voiceover from the place they visited or would like to visit. They were working on the task in pairs, in class. Each pair had a laptop for their personal use. This sub-stage took a lesson and a half.

Planning. The students prepared to tell the other two pairs what location they chose for the description and how they arrived at the choice, to explain the choice of the facts and comments included in the voiceover, to cite the sources they were using, and to share if they had been to the place or planned to do so. This sub-stage took about a quarter of the lesson to complete.

Report. The students reported the summary of their work and showed the screencasts. Each report was followed up with a Question-and-Answer session co-led by the classmates and the teacher. This took 3/4 of the class time and a bit of the break time. I collected the students' recordings.

Analysis. I presented the students with paper strips featuring sentence-stems: 'While I was walking there, I noticed...', 'The thing that caught my eye about this was...', 'What really surprised me was...', 'When I go there next time, I'll...', 'It's a shame I didn't have enough time to...' Then, the students re-watched a randomly selected screencast and thought how the presented stems could be used and how the sentences could be restructured. After the whole-class feedback, they repeated the activity with 2 more screencasts. This stage took a lesson, each video met the required 3.5-minute time limit.

Practice. Each pair of students made a choice and either re-recorded the initial Googlewalk or recorded a new one, in a new place, this time making use of the target language from the Analysis stage. This was set as homework, the videos were shown at the following lesson.

The entire TBL sequence took 4.5 40-minute lessons overall.

POSITIVE OUTCOMES

- The Pre-Task stage involved the students.
- The students had a lively Q&A session at the Report sub-stage.
- The students were eager to edit themselves, i.e., re-record the videos, which is not a behaviour they had previously exhibited.
- At the Practice stage, the students used the target language appropriately.

THINGS TO CONSIDER

- It is hardly realistic to expect well-shaped notes at the Pre-Task stage. Note-taking is a complex skill, and teaching

its sub-skills (organising notes, the signposting language, etc.) requires explicit focus.

- Students need to be taught to work with screencasting software. When about to introduce a new tool, the teacher needs to plan lesson time accordingly.
- It's a good idea to start the Analysis stage with: 'And an extra thing we can do here...' Framing the stage as an upgrade instead of error correction makes teens more responsive.

HYPOTHESIS: THE OUTCOME

- When TBL framework is adopted, will the students show a significant increase in enthusiasm?
Yes, my students were quite engaged and produced ample output at Task, Planning, Report, and Practice stages.
- Will the students be more willing to enter communication with their peers?
Yes, my students were more than usually engaged in communication with their peers.
- Will they use the target language at the productive stage at a higher rate?
Yes, during the Practice stage my students were more focused on using the target language than they normally are.
- Will the students be more accurate in the use of the target language?
No, the students went on acquiring the correct form at the usual speed, going through the same phases, and making the same mistakes as students normally do.
Overall, I feel satisfied with the outcomes and encourage the readers to run an experiment of your own.

RECOMMENDED LITERATURE

D. Wills, J. Wills (2007), *A Framework for Task-Based Learning*, OUP.

An introduction into what TBL is about and a manual for classroom use from the leading experts in the theory and application of the approach.

S. Cunningham (2003), *Cutting Edge Advanced Student Book: A Practical Approach to Task Based Learning*, Pearson.

A coursebook that applies theory to practice. It can be used for direct implementation into your lessons or as a model for designing your own activities to suit your teaching context. Needless to say, it is a good fit for the advocates of the Lexical Approach as well.

By Yulia Beymlina,
Fulbright alumnus, CELTA & DELTA qualified teacher,
teacher trainer,
materials developer will be glad to hear your feedback,
ideas, and suggestions at yuliabeymlina@gmail.com



See handouts in additional materials.

MOTIVATING PRE-TEENS

Motivation usually manifests as one of the key factors in ELT learning and teaching. Young learners' goals seem to be more distant than goals of adult learners and, moreover, there are some age groups that are more difficult to deal with than others. What is the teacher's role in establishing and maintaining learners' positive attitude to learning English?

I chose to focus my classroom research on pre-teens, 10-12-year-old children, as these learners have features of different age groups and are usually of mixed ability, which makes this age group a lot more challenging to deal with. This was a group of ten young learners who either had already had some experience in communicative learning at BKC IH Moscow or had just joined the group after an internal placement test.

There are several reasons to focus on this age group. My first group of students was a group of schoolchildren of 12 years old. Since that time, I have worked with a variety of age groups, from very young learners, children of preschool age, to teenagers and adults, and teaching juniors is still something that I find tricky. I started reflecting on what I did at that time and what I still do when I have to teach this age group. I did some research for my DELTA Module 3 Assignment, which was 'Designing course programmes for 10-12-year-old learners in Moscow'. I kept collecting information about my learners and I decided to share what I found out.

CHARACTERISTICS OF PRE-TEENS AS LANGUAGE LEARNERS

There are certain stereotypes or beliefs about differences between adult and young learners, and, to my mind, there is some truth in many of those. For instance, children cannot rely on their previous learning, their background knowledge is limited and they are not able to hypothesize about features of the second language because they are still developing literacy in their mother tongue. Teachers agree that young learners learn more slowly and often forget things that they have learnt. Although they may have a better memory than kids, it is still far from perfect and they need some help in developing learning strategies.

This group's social skills are still developing and they may present outright discipline problems being apathetic and unruly. It goes without saying that children are very emotional and often overactive so they can easily become bored and distracted, which means that they may become disruptive if not interested.

Pre-teens may be less motivated as they do not have specific foreign language needs unlike older learners. Some children might be under pressure from their parents or the school system, because they have to take English language examinations. Young learners need individual attention and approval from the teacher. What is more, peer approval is essential for adolescents (Harmer 2007).

MIXED ABILITY

I collected information and reflected on what my learners of 10-12 years old were good at and what helped them

learn effectively at different stages of the English course. The learners were involved in a variety of activities such as questionnaires, project work and surveys for conducting needs analysis and confirming the current level of learners' language proficiency. I constantly observed my learners, interviewed them, their parents, administrators and their former teachers and I managed to discover information about their previous learning experience, their learning needs, preferences and perceptions of language difficulties.

My research indicated that the learners were of elementary to low intermediate level (A2-B1 according to CEFR) with varying areas of strengths. Although some learners had studied English for several years, they still needed strategy-based instructions. Overall, the learners found it difficult to articulate their needs but some of the oldest children had already started talking about their future goals in English such as English for academic purposes or for future career development.

TEACHER'S ROLE

As there is no straightforward guidance for teachers, the obvious implication is the necessity to find ways of motivating students and trying to respond to their needs, which can be done by continuous reflection and readiness to change.

Yalden suggests engaging learners in 'creative interaction' (Yalden 1995: 57) and providing a supportive environment. For example, as young learners prefer talking about their lives and respond well to learning the language that can help them to share their own thoughts and experience, teachers have to select and adjust the material so that it is relevant and involving. Setting tasks and activities that are appropriate for the learners' stage of conceptual development may well foster strategies for learning and communication as well as help teachers meet their individual learners' needs.

CONCLUSION

My classroom research, which was narrowed down to teaching learners of 10-12 years old, revealed that assessing learners' needs, constant lesson evaluation and reflection are essential parts of teaching, especially when working with young learners. Along with developing skills and language awareness, the purpose of the English course is to raise learners' interest in English, familiarize them with rules of communication, develop their learning and communicative strategies, which refers to the growing importance of a teacher's role.

REFERENCES

- Harmer, J. (2007) *The Practice of English Language Teaching*. Essex: Pearson Education Ltd.
Yalden, J. (1995) *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press.

By Anna Kashcheeva,
Teacher Trainer

(CELTA, TKT 3M, TKT YL, TKT CLIL, IHCYLT)

PROJECT-BASED LEARNING AT WORK

Do your students lack motivation or find the course material boring and meaningless? Need to motivate them to learn the language that is taught and to use it in a meaningful context and spice up your lessons? Want your students to learn by actively exploring and investigating real-world problems and questions? A great way to help students make real-life connections with the material, as well as increase motivation and collaboration is project-based learning.

This helps to develop a certain degree of expertise in using the language and related topics. The use of the students' language skills in a meaningful context is also part of a further benefit of project work. Besides, project-based learning is ideal for teaching vocabulary, since the students will very naturally encounter unfamiliar words throughout the completion of their project. The great thing is that each of the words will have a meaningful context to the student, and will make learning vocabulary less stressful and more fun.

So I would like to share my own experience of implementing project-based learning into my classroom. Bearing in mind that the most important thing for students is being interested and involved, I decided on communicating with an English musician and singer Richard Navarro. He lives in Canterbury, Kent, where the teachers and students of our school go to improve their English with Concorde International Summer School.

The first part of the project was to interview the singer. (*This material will be published in 3-4/2019, YES.*) Then it occurred to me to introduce the whole 10th grade of the Humanities faculty to Richard Navarro's songs. After listening to them, the students wanted to understand the lyrics in detail.

It turned out to be not such an easy task at all for us and took quite a lot of time. Not only did we have to understand realia but all the shades of meaning to convey the author's thoughts perfectly well.

All the students tried to do their best and gained some knowledge, at least I hope so. One of the students, Arina Koltsova (see her work on p.62), decided to do a project on translating the songs from English into Russian. Richard Navarro was impressed and so pleased with the idea that he both helped us understand the meaning and became inspired with new ideas.

One of them was to translate his song The Seabirds into Russian so that he could perform it himself. To do this we had to adapt the lyrics to the rhythm and make a back translation so the singer could understand exactly what he is singing. Besides, we transcribed the lyrics in English and made an audio file so that Richard could hear the way it sounded.

It was a great fun to work all together.

Here are some of Arina's thoughts about working on the project. "Some people might say that presenting a project work in front of quite a big audience is an event to be nervous about. Especially when it has taken a lot of effort, time and brainstorming during the process. And for me it definitely was a big deal, but I was never concerned. Why? I guess because it was more about the process itself than the presentation.

My teacher and I chose to work on Richard Navarro's songs after we had already been communicating with him for a month

or so. It was a unique experience just talking to him, even if it was via email. He told us a lot of things about his musical career and everyday life. It was fascinating. But it didn't seem fair enough. Richard was sharing his thoughts, opinions, songs with us, and I was doing nothing in return.

So, after my teacher had suggested doing a project on his song I realized that it was a perfect opportunity. You can't find a single person who doesn't enjoy music nowadays. And I was supposed to work not only with music but also with the language. Why not try to translate a song and talk about all the difficulties with it? I thought that it would appeal to everyone in Russia because people in the 21st century love foreign artists and singers so much. They often face the problem of not being able to understand what their favourite song means because of all the idioms and references to English (or just foreign) culture. Besides, Richard Navarro is just a talented musician, but he definitely needs more people to appreciate his work. And I hoped to get some people interested in this with my project.

The hardest thing was the translation of Richard's song. It was the main part of the project. It took me a lot of time because I wanted to show the difference between creative and literal translation of lyrics and poetry. Surprisingly enough, the hardest part was doing the literal translation. I had to keep it straight to the point and very close to the original, but at the same time not ridiculously-sounding (because some metaphors can become complete nonsense after being translated). While doing this, I think, you need to do a lot of research in the field of linguistics. In the end you will be responsible for delivering the author's thoughts to people, so your translation needs to be very accurate. I found that the creative translation is more about adding something new to the song, something from your point of view, and the distance between you and the songwriter becomes larger. So I wanted to tell all this to people.

And it worked. I received a lot of questions after the presentation, and I was very glad that people enjoyed it. Even though my project left a very interesting question open: should we translate lyrics literally or should we bring in metaphors from our own languages? I think this can be a never-ending discussion."

In conclusion I would like to list the advantages of PBL.

- The project-making process provides opportunities for students to develop their confidence and independence. In addition, students demonstrate increased self-esteem and positive attitudes toward learning.
- The students learn to take on some responsibility and also are involved in the decision-making process, which is helpful for the positive learning atmosphere.
- Working together enriches student-student and student-teacher relationships.
- The students are introduced to both the authentic English language and culture.

After all, project work can be real fun and students benefit from this way of dealing with English as a foreign language.

Yulia Kuznetsova,
English teacher, School No. 1525, Moscow

FINANCIAL LITERACY TO KIDS



IN THIS TOPIC

CURIOSITY
AS A STARTING POINT
FOR LEARNING

TODAY IS THE DAY
TO LEARN SOMETHING
NEW

DEVELOP CRITICAL
THINKING SKILLS
IN KIDS

AN INVESTMENT
IN KNOWLEDGE PAYS
THE BEST INTEREST

7 KEY REASONS WHY FINANCIAL EDUCATION IS YOUR BEST INVESTMENT

Schools are designed to teach skills and subjects to prepare children for college or the working world, such as reading, math, science and more. Elementary and secondary education emphasize broad knowledge, exposing children to a variety of ideas and topics. But there's one topic that many schools don't teach students: Financial Literacy.

Teaching financial skills to kids before they enter college or the workforce is crucial to helping them grow into adults who can achieve financial security and success.

Financial decision-making depends as much on our values, expectations, emotions and family experiences as information taught at school. Parents may feel unqualified to teach their children about money. Instead, financial literacy starts by teaching the following seven basic moments.

7 KEYS REASONS

1. The difference between wants and needs. Good financial decisions start by being able to distinguish between what is necessary to have and what is nice to have.



2. Every purchase has an opportunity cost. Children also need to know money is finite, even for wealthy families. That means money used to purchase one item won't be available to purchase other items.

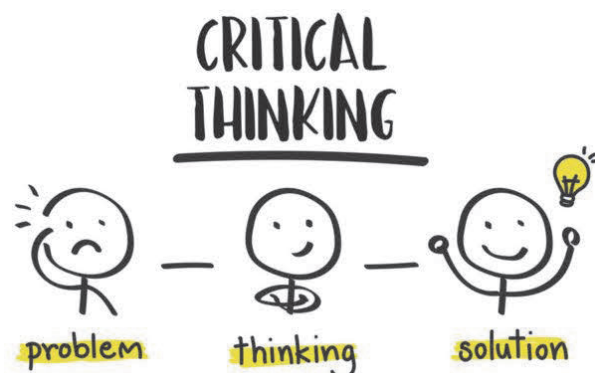
3. How to delay gratification. One of the foundational financial lessons every child should learn is how to wait to make a purchase. Practising delayed gratification creates the self-discipline needed to save money for retirement, college and other expenses in adulthood.

4. How credit works. Most of the lessons children need to learn to become financially literate relate to values and behaviour, not the technical aspects of how money works. Children need to understand that credit means borrowing from others and comes at a cost. However, they also need to be taught that credit can be a valuable tool.

5. Time helps money grow. Kids should also understand that money has a time value. In other words, thanks to compounding interest, money saved or invested over a long period of time has the potential to grow significantly.

6. How money works in the real world. Children often lack perspective when it comes to money. Kids might think \$1,000 is all the money in the world. It is important to teach kids a more realistic vision of how much money is needed to run a household.

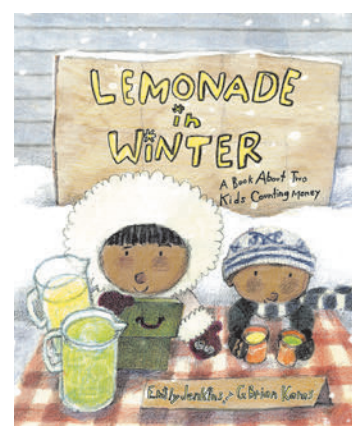
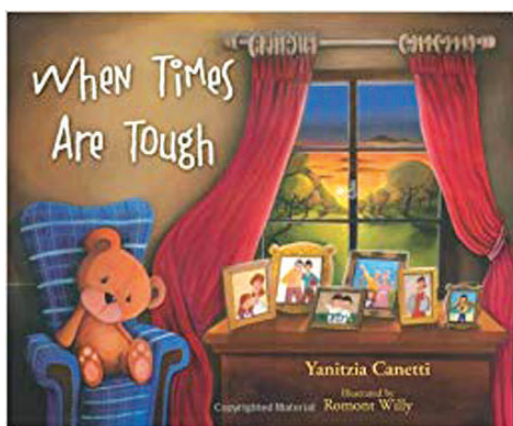
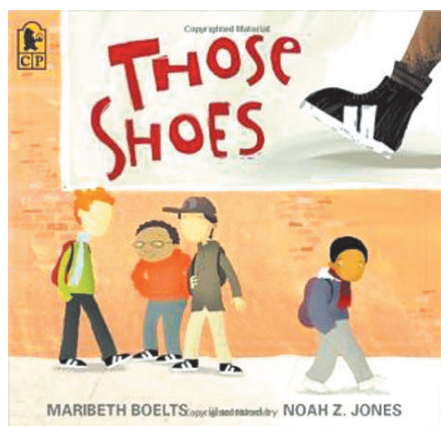
7. Learning to think critically may be one of the most important skills that today's children will need for the future. Children need to be able to do much more than repeat a list of facts. They need to be critical thinkers who can make sense of information, analyze, compare, contrast, make inferences. Financial literacy helps children build a foundation for critical thinking!



GET INSPIRED

Books that improve kids' financial literacy, age 8 and above

The best way for young ones to learn about finance is by rolling money lessons into fun, daily tasks, like comparison shopping at the grocery store, or counting out coins you find into a jug or jar. And, not surprisingly, that reading books on the topic is a great way to understand it for kids.



Those Shoes by Maribeth Boelts. This book features a young boy learning the difference between needs and wants with a pair of shoes.

When Times are Tough by Yanitzia Canetti. A little boy learns why he can't have more new toys or go out to restaurants more.

Lemonade in Winter: A Book About Two Kids Counting Money by Emily Jenkins

This lovely picture book tells the story of two young siblings who use all their money one winter day to buy supplies and open a lemonade stand. The book's last page shows backs and fronts of coins and explains how much each one is worth.

PLAY GAMES THAT STIMULATE FINANCIAL THINKING!

Some games not only teach financial literacy skills, but require them if the player has any hope of winning.

Games like Monopoly, for example, provide a wholesome introduction to spending within your means, planning for the future, calculating percentages and interest rates, and simple arithmetic.

Others, such as Starcraft, Sim City and Europa Universalis, teach players how to carefully manage their resources, adapt to a dynamically changing landscape and set goals for the future.

The skills kids learn playing these games will translate elegantly into real-world applications.

By Liana Kosykh, Moscow

THE LANGUAGE WE SPEAK

This article contains some activities devoted to the topic of language: language in general and English in particular. They can come in any order (though I suggest using discussion questions as an introductory exercise) and require no linguistic background to complete.

DISCUSSION QUESTIONS (in pairs or groups)

- What language would you like to learn apart from English? Why?
- Are you good with words? Do you have the gift of the gab? (Is it an inborn thing or something one can learn?)
- To what extent does your impression of a person depend on his/her spelling or punctuation? Are you a stickler for correct grammar and pronunciation?
- What do you think of netspeak (or chatspeak)?
- What's your attitude towards the tremendous amount of borrowings (mostly from English) in modern Russian? Does it have a bad effect on our language?
- Do actions always speak louder than words?
- How often do words fail you?
- There's a proverb that English parents often say to children: "Sticks and stones may break your bones, but words will never hurt you". Is it true?

IDIOMS TO DO WITH WORDS

Match the idioms on the left with the definitions on the right. Then fill in the gaps using the idioms from the table.

1. mark my words	a. to break one's promise
2. to have a word with sb	b. from the beginning
3. buzz word	c. to talk briefly to sb
4. to go back on one's word	d. to say what I would have said, but earlier
5. to eat one's words	e. a fashionable word/phrase, often an item of jargon, used in a particular context
6. don't twist my words	f. locked out of conversation by someone too talkative
7. to spread the word	g. remember what I say
8. to take the words right out of my mouth	h. speak directly
9. can't get a word in edge-ways	i. don't misrepresent me
10. from the word go	j. statements that are intentionally ambiguous or misleading
11. don't mince words	k. to acknowledge that one is wrong
12. weasel words	l. to make some information known

1. a) _____, this man isn't as simple as he may seem.
2. Sam said it would never sell, but when he sees these sales figures he'll have to b) _____.
3. Politicians use a lot of c) _____ to obscure terrible truths.
4. Cindy got so excited when she was talking that nobody else could d) _____.
5. – I don't think it's a very good idea to go and visit your parents this weekend. – So you can't stand my parents? – That's not what I said, e) _____!
6. I knew this project was doomed from the f) _____.
7. The latest g) _____ in international travel is 'ecotourism'.
8. Next week's English club is off, please h) _____ so that everyone is informed.
9. – May I i) _____ with you? – I'm in a bit of a hurry, but if it's important, sure. But please, j) _____, get straight to the point.
10. You k) _____ when you said he was stupid. I was going to say the exact same thing.
11. You promised to support me and I count on you, don't l) _____ now.

QUIZ: BORROWINGS

The following information on borrowings from Russian, Japanese and French into English can be used to hold a competition among several teams of players who will have to guess the borrowed words from the definitions.

You can set the time limit, give the teams a chance to discuss and fill in the missing words and then collect the papers and count the score.

You can play the game in 3 rounds of increasing difficulty: the easiest (supposedly) being the borrowings from Russian, the most difficult (in my experience) being those from French (especially the spelling).

The first list, as you will notice, gives the players a hint (first letters).

If needed, you can add this column to the second and third list as well.

RUSSIAN BORROWINGS:

Russian emperor	T	
Clear, distilled alcohol	V	
Old woman	B	
Beet soup	B	
The vast Eurasian grasslands	S	
Russian astronaut	C	
Russian villa	D	
Russian national parliament	D	
Prison camp	G	
Metal urn for making tea	S	
Subarctic forest zone	T	
Carriage drawn by three horses	T	



JAPANESE BORROWINGS:

Miniaturized tree	
17-syllable poem	
Suicide bomber pilot	
Japanese comic book	



Artistic paper folding	
Formal Japanese robe	
Rice wine	
Vinegared rice and raw fish	
Japanese wrestling style	
Sing-along with pre-recorded backup music	
Large sea wave caused by seismic shifts	
9x9 number puzzle	



FRENCH BORROWINGS:

Enjoy your meal!	
Limo driver	
Young woman introduced to society for the first time	
Military overthrow of the government	
The illusion of having experienced the same thing before	
Goose liver	
The newly rich	
Artistic vanguard	
The wealthier class of commoners	
Dangerously charming woman	
Wine steward	

By Yulia Shcherbinina



See keys in additional materials.

ECONOMY AND ECONOMICS



B1	currency [C,U]	the units of money used in a particular country
B1	deposit [C]	a payment that you make immediately when you decide to buy something, as proof that you will really buy it
B1	economics [U]	the study of the way in which trade, industry, and money are organized
B1	loan [C]	money that someone has borrowed
B1	tax [C, U]	money that you have to pay to the government from what you earn or when you buy things
B1	trade [U]	the buying and selling of large numbers of goods or services, especially between countries
B1	value [C, U]	how much money something could be sold for
B2	competition [U]	a situation in which someone is trying to win something or be more successful than someone else

B2 debt [C]	an amount of money that you owe someone
B2 economy [C]	the system by which a country produces and uses goods and money
B2 inflation [U]	the rate at which prices increase, or a continuing increase in prices
B2 interest [U]	the money you earn from keeping your money in a bank account OR the extra money that you must pay to a bank, company, etc. which has lent you money
B2 profit [C, U]	money that you get from selling goods or services for more than they cost to produce or provide
B2 to consume	to use something such as a product, energy, or fuel
B2 to invest	to give money to a bank, business, etc., or buy something, because you hope to get a profit
B2 to purchase	to buy something

CHOCOLATE CHIP COOKIES RECIPE IN TEACHING MATH TO KIDS

Mathematical goals:

- This lesson is intended to help you assess how well students are able to use multiplication in a problem-solving context.
- In particular this lesson aims to identify and help students with difficulties: choosing an appropriate systematic way to collect and organize the display of multiple task steps.



This lesson is structured in the following way:

- In the lesson students work collaboratively in small groups and bake cookies.
- Students use worksheets to do a math task similar to the cookie task.
- In a whole-class discussion, students explain and compare the alternative approaches they have seen and used.
- The teacher reviews their work and formulates questions for students to answer in order for them to improve their work.
- Finally, students work alone to improve their individual solutions.
- Enjoy wonderful cookies and feel good!

Materials required:

- Each student needs ingredients necessary to bake cookies.
- Each individual student will need a copy of the worksheet Multiplying by 4.

Time needed:

- A one-hour lesson, and five minutes in a follow-up lesson. All timings are approximate. Exact timings will depend on the needs of the class.

It's that time of year when kids have headed back to school. It's also time for families to get back into routines that were probably set aside for a fun, structure-free summer. As we get back into the swing of things – packing lunches, checking homework folders, below is a good lunch idea that is quick and fun.

Math is more fun when you teach it with food!

PERFECTLY SOFT CHOCOLATE CHIP COOKIES



Ingredients:

- 1 cup salted butter, room temperature
- 1 cup brown sugar
- 2 eggs
- 2 tsp vanilla extract
- 2 cups flour
- 1 tsp baking powder
- 2 cups sweet chocolate chips

Directions:

- In a medium-sized bowl, cream butter and sugar together until light and fluffy, about 3 minutes.
- Mix in eggs and vanilla extract.
- With the mixer add flour and baking powder.
- Stir in chocolate chips. Your cookie dough will be thick.
- Preheat oven to 180 degrees °F.
- Shape your cookies by hand.
- Bake for 10-12 minutes. The center of the cookie will still look a little soft, but that's ok.
- Remove from oven and allow to cool for about 5 minutes.

The great thing about these cookies is that they are delicious. The bad thing is you might have to keep making them over and over and over... Wait, is that a bad thing? This is a REAL WORLD MATH. Kids love this lesson!

WORKSHEET
Multiplying by 4

Multiplication is a lot more fun when chocolate chip cookies are involved!

Set your student on the road to multiplication success with this introductory worksheet all about multiplying by 4.



There are 4 cookies. Each cookie has two chocolate chips. How many chocolate chips in all?

4 groups of 2 chocolate chips = $4 \times 2 = 8$

Multiply the problems below to find the total number of chocolate chips.

 _____ groups of _____ chips _____ $\times$ _____ _____ total chips	 _____ groups of _____ chips _____ $\times$ _____ _____ total chips
 _____ groups of _____ chips _____ $\times$ _____ _____ total chips	 _____ groups of _____ chips _____ $\times$ _____ _____ total chips
 _____ groups of _____ chips _____ $\times$ _____ _____ total chips	 _____ groups of _____ chips _____ $\times$ _____ _____ total chips

COOKING GLOSSARY



CHOCOLATE CHIPS



EGGS



BUTTER



FLOUR



BROWN SUGAR



BAKING POWDER



SALT

PRODUCTION AND INDUSTRY

Materials to discuss topics on Economics in English for Higher Educational Institutions

STARTING UP

Discuss the following: “There is a disease known as factory melancholia. If there is a depression of spirit in the front office, it goes out through the foreman, the superintendent, and reaches everybody in the employ of the institution.” (Elbert Hubbard)

VOCABULARY

1. Match the words with the definitions below:

components	facility	infrastructure
layout	lead time	retailers
subcontractors	utilities	wholesalers

- _____ a factory or plant in which production is carried out
- _____ companies providing goods or services for another organization
- _____ shops and stores which sell to the final customer or end-user
- _____ roads, railways, airports, telecommunications, and so on
- _____ services supplied to houses, factories and public buildings, such as electricity, gas, water and sewage, and telephone lines
- _____ intermediaries between producers and retailers, who stock goods, and deliver them
- _____ the pieces or parts that make up a manufactured product
- _____ the placement of departments, workstations, machines and so on in a factory
- _____ the time needed to manufacture or deliver a product

2. Complete the text using the words above.

The decision to make a new product usually involves changing equipment and altering the (1)_____ of an existing factory, or constructing a new production (2)_____. When deciding where to locate a plant or factory, a company has to take into consideration a number of factors, including the efficiency of the region's (3)_____, including telecommunications, and road and rail transport; its (4)_____ – the supply of energy and so on; the cost of land and construction; and local tax rates. Land usually becomes cheaper the further you go from a city centre, but a company must make sure that it will be able to find appropriate labour skills at a suitable price.

It also needs to determine the availability and cost of raw materials, (5)_____ and supplies, and the (6)_____ to acquire them. The company must also take into account the cost of transporting raw materials and components from suppliers and (7)_____, and shipping or distributing products to (8)_____ warehouses,

(9)_____, or other plants in the network. Transport costs and time constraints make it logical to produce close to the customer.

3. Match up these words to make collocations from the text:

1. production	a. transport
2. rail	b. facility
3. tax	c. skills
4. labour	d. constraints
5. lead	e. time
6. transport	f. rates
7. time	g. costs

1	2	3	4	5	6	7

4. Study the following material.

Industry (uncountable) is the production of materials and goods. The related adjective is *industrial*. An *industry* (countable) is a particular type of business activity, not necessarily production.

Here are some of the industries that make up the manufacturing sector and services and some of the services or service industries that make up the service sector:

aerospace	planes and space vehicles
cars (BrE) automobiles (AmE)	cars
catering	restaurants, bars, etc.
computer hardware	computers, printers, etc.
computer software	programs for computers
construction	building
defence (BrE) defense (AmE)	arms, weapons
financial services	banking, insurance, etc.
food processing	canned, frozen foods, dried, etc.
healthcare	medical care
household goods	washing machines, fridges, etc.
leisure	sport, theme parks, etc.
media	books, newspapers, film, television
pharmaceuticals	medicines
property (BrE) real estate (AmE)	buying, selling and managing buildings
retail	shops
steel	a stronger, more useful metal than iron
telecommunications	phone, Internet services
textiles	cloth and clothing
tourism	travel, hotels, and holidays



Here is how industry has developed in South Korea:

In 1950, South Korea was a poor country, with most people living and working on the land. The government decided to industrialize, and the new emerging industries were textiles, and heavy industries, like steel and shipbuilding.

Then South Korea turned more and more to light industries like electronics, making electrical goods such as televisions cheaply. It also started producing cars.

South Korea moved into specialized electronics in the 80s. This was the one of the growth industries of the 1990s: making specialized parts for computers and telecommunications equipment.

5. Companies in particular industries need to avoid particular problems. Match each problem to one of the industries above.

- Buying a new building and being unable to find people to rent it.
- Causing public anger by building mobile phone masts in a beautiful countryside.
- Making vehicles whose tyres burst at high speed.
- Holidaymakers arriving to find that their hotel is not finished.
- Lending money to someone who cannot repay the loan.
- Selling weapons to governments that people do not approve of.
- Buying football players who do not score goals.
- Making drugs that poor countries cannot afford.
- Rejecting a book that is then brought out by another publisher and sells 30 million copies.
- Removing the wrong leg in an operation.

6. Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

“We are very excited about our new multimedia range. The original (1)_____ was to produce a large, flat screen that would hang on the wall like a picture. Our (2)_____ research showed us that people don’t want huge TVs in their living rooms. 80% of people who filled in our (3)_____ said they wanted one screen to be a

TV, a computer monitor, or used to show DVDs. It took us two years to make the (4)_____. When we showed it to our (5)_____ group, they loved it. There were one or two small (6)_____, but we solved them easily. We are having a big product (7)_____ next week and our sales (8)_____ is approximately 100,000 units in the first year.”

- | | | |
|-------------------|---------------|------------------|
| 1. A. design | B. concept | C. manufacture |
| 2. A. market | B. shop | C. laboratory |
| 3. A. application | B. interview | C. questionnaire |
| 4. A. trial | B. version | C. prototype |
| 5. A. focus | B. panel | C. thought |
| 6. A. insects | B. bugs | C. flies |
| 7. A. launch | B. survey | C. rollout |
| 8. A. team | B. department | C. forecast |

7. Match each statement with one of the service industries listed in the box. There is one extra industry that you don’t have to use. The first one is an example.

catering	financial services	healthcare	leisure	property
retail	telecommunications	tourism		

- 0 In our shop we sell high-quality shoes from Italy. *retail*
- 1 We offer low-cost package holidays to Spain, Portugal and France. _____
- 2 We manage the largest, and most modern, private hospital in England. _____
- 3 We have 22 executive flats to sell close to the city’s business district. _____
- 4 We currently supply in-flight meals to seven international airlines. _____
- 5 Our health and sports clubs can be found in over 130 hotels in the UK. _____
- 6 We give advice on how to save money or where to invest it. _____

Business Brief (Text for Discussion)

Manufacturing (from Latin *manufactura*, ‘making by hand’) is the use of tools and labor to make things for use or sale. The term may refer to a range of human activity, from handicraft to high tech, but is most commonly applied to industrial production, in which raw materials are transformed into finished goods on a large scale.

Manufacturing takes place under all types of economic systems. In a free market economy, manufacturing is usually directed toward the mass production of products for sale to consumers at a profit. In a collectivist economy, manufacturing is more frequently directed by the state to supply a centrally planned economy. In free market economies, manufacturing occurs under some degree of government regulation.

Modern manufacturing includes all intermediate processes required for the production and integration of a product’s components. Some industries, such as semiconductor and steel manufacturers, use the term **fabrication** instead.

The manufacturing sector is closely connected with engineering and industrial design. Examples of major manufacturers in the United States include General Motors Corporation, Ford Motor Company, Chrysler, Boeing, Gates Rubber



Company and Pfizer. Examples in Europe include France's Airbus and Michelin Tyre.

In microeconomics, **production** is simply the conversion of inputs into outputs. It is an economic process that uses resources to create a commodity that is suitable for exchange. This can include manufacturing, storing, shipping, and packaging. Some economists define production broadly as all economic activity other than consumption. They see every commercial activity other than the final purchase as some form of production.

Production is a process, and as such it occurs through time and space. Because it is a flow concept, production is measured as a "rate of output per period of time". There are three aspects to production processes:

1. the quantity of the commodity produced,
2. the form of the good created,
3. the temporal and spatial distribution of the commodity produced.

A production process can be defined as any activity that increases the similarity between the pattern of demand for goods, and the quantity, form, and distribution of these goods available to the market place.

In economic theory, **factors of production** (or productive **inputs**) are the resources employed to produce goods and services. Here the quantity of output is modeled as a function of the amount of each input employed. Classification of factors can include such broad aggregates as labor, land, and capital. The number and definition of factors can vary, depending on theoretical purpose, empirical emphasis, or school of economics.

READING

1. Ten sentences in the text are unfinished. Choose the correct sentence endings from a to j below.

Manufacturing companies have to make difficult decisions concerning the size of their production capacity. Having a large capacity enables a firm to meet unexpected increases in demand. When there is strong market growth and insufficient capacity you have to move fast: insufficient capacity, leading to a long lead time and slow service, may cause customers to go to other suppliers, and [1].

Furthermore, lost sales and lost market share tend to be irreversible. On the other hand, occasional overdemand has to be balanced against overcapacity, which might lead to underutilizing the workforce, which is clearly expensive, or make it necessary to reduce prices to stimulate demand, or [2].

Yet most companies budget for a certain capacity cushion – an amount of capacity in excess of expected demand. It is also necessary to plan for occasional downtime, [3].

Capacity can also be affected by external considerations such as government regulations concerning working hours, safety, pollution levels, and so on, trade union agreements, and [4]. There are also internal considerations such as the training and motivation of the personnel, the capabilities and reliability of the equipment, the control of materials and quality, and [5].

Producing in large quantities allows a firm to take advantage of quantity discounts in purchasing, and lowers the average fixed cost per unit produced, as each succeeding unit absorbs part of the fixed costs, giving [6]. The best operating level is the level of capacity for which the average unit cost is at a minimum, after which there are [7]. There are also disadvantages to having large-scale facilities. Finding staff becomes more difficult, and [8]. Moreover, the working environments, and consequently industrial relations, are [9].

A plant's ideal capacity is very likely not maximum capacity – e.g. operating 24 hours a day, with three shifts of workers – as this may be inefficient in terms of higher labour costs (shiftwork or overtime payments), [10].

- a. allow competitors to enter the market
- b. diseconomies of scale
- c. economies of scale
- d. frequently less good in large factories
- e. higher maintenance expenses, and so on
- f. the capabilities of the management
- g. the capabilities of suppliers
- h. the logistics of material flow become more complicated
- i. to produce additional products that are less profitable
- j. when production stops because of equipment failures

2. Complete the text using these words:

batches	changeover	construction	continuous
equipment	flexibility	functions	location
placement	rehandling	series	shut-downs

The layout of a production facility – the (1)_____ of departments, workstations, machines, stock-holding points, and so on – obviously depends on the type of production being carried out. Some plants, especially those involving furnaces that take a long time to heat up, as in steel and glass production, are designed for a single (2)_____ process, without any start-ups and (3)_____.

Other plants are designed for assembly line production, in which the same (4)_____ of steps is repeated again and again, but not 24 hours a day. Yet assembly lines are generally designed and equipped to give the (5)_____ to make different products without needing to change the layout, and with (6)_____ times between production processes that are as short as possible. This is especially the case today when product life cycles are tending to shorten.



There are three basic production layouts. The first is product layout or flow-shop layout, as in a standard production line or assembly line, in which (7)_____ or work processes are arranged according to the progressive steps by which the product is made. The ideal is perhaps a straight-line flow pattern, in which workstations are close together, and there is a smooth work flow between departments and work centres, without any backtracking or (8)_____ of materials, or the need to store materials between different stages of production.

Some assembly lines produce the same basic product for months at a time; others are used to making (9)_____ of different products, or even smaller job lots.

The second basic production layout is process layout, job-shop layout or layout by function, in which similar equipment or (10)_____ are grouped together. This layout is used in some factories and, outside of manufacturing, in buildings such as schools and hospitals. Schools, for example, often have classrooms close together in one part of the building, science laboratories in another, offices in a third, and so on; hospitals have general wards, specialized departments, operating theatres, and so on.

The third production layout is fixed position layout, in which the product remains at one (11)_____, because of its large size or shape. This is used, for example, in ship-building and on (12)_____ sites.

Since it is not always possible to use one layout exclusively, many manufacturing facilities are a combination of two types. For example, some car factories are based on a flow-shop layout with an assembly line, but also have elements of a process layout, such as separate areas for spray-painting and vehicle testing.

3. Read the text.

1) Answer the questions.

- a) Generally, a market economy can grow larger if any of the resources available to it becomes more plentiful. In other words, we can produce more outputs if we use more inputs. Is that right?
- b) Production is any activity that creates current or future utility. A production function summarizes the relationship between inputs and outputs. Is that right?

2) Draw a picture. Schematically, represent a production function (as described in Paragraph 4).

1. The economy is employing its resources to produce goods and services. That is why these resources – land, capital, labour, and entrepreneurial ability are called the factors of production.
2. There are several ways to define production. One definition is that it is any activity that creates present or future utility. Production may be equivalently described as a process that transforms inputs (factors of production) into outputs. The two descriptions are equivalent because output is something that creates present or future utility. Among the inputs into production, economists have traditionally included land, labour, capital, and the more elusive category called entrepreneurship. Entrepreneurship is defined as “the process of organizing, managing, and assuming responsibility for a business enterprise”. An entrepreneur is thus, by definition, a risk-taker.
3. To the above list (land, labour, capital, and entrepreneurship), it has become increasingly common to add such factors as knowledge or technology, organization, and energy.
4. A production function is the relationship by which inputs are combined to produce output. Schematically, it may be represented as a box. Inputs are fed into it, and output is discharged from it.
5. A production function may also be thought of as a cooking recipe. It lists the ingredients and tells you, say, how many pancakes you will get if you manipulate the ingredients in a certain way. In some recipes, the ingredients must be mixed in fixed proportions. Other recipes allow substitution between the ingredients, as in a pancake recipe that allows milk and oil to be substituted for eggs. Production functions can be of either of these two types.

WRITING

Is your organisation, or one you would like to work for, in manufacturing or services or a combination of both? Where are industries in your country based? Are companies in different industries grouped in different areas? (150 words)

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By Marina Lazareva,
Saint Petersburg University
of Engineering and Economics



Школа цифрового века
Первое сентября

В преддверии запуска приоритетного проекта «Цифровая школа»
Цифровой экономике – цифровое образование



Комплексная методическая
поддержка



Развитие цифровой
компетенции

Удостоверяющие документы:



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**Каждому педагогу – вебинары, курсы повышения квалификации,
методическая литература, электронные учебники,
книги, разработки уроков**

OUR HOUSEKEEPING

PRE-READING

1. Look at these phrases describing emotional experiences. Check the meaning of unfamiliar words in the glossary.
vexed; discouraged; hopeless; dreadfully tired; scared; disconsolate; bewildered; reproachful
2. What activity do you think can make one experience the states described by these phrases?
3. Choose any three of the phrases. Talk with the partner. Tell them when you experienced this or that emotional state, what made you feel so.

WHILE READING

Read the text and find out what activity made one of the characters experience the above-mentioned states. Can you relate to the character? Would such an activity make you feel the same? Why? Why not?

AFTER READING

1. When do you think the story is set? Why do you think so?
2. What in your opinion made Dora feel scared?
3. Do you sympathise with Dora? Why? Why not?
4. How would you describe the tone of the passage?

Dora told me, shortly afterwards, that she was going to be a wonderful housekeeper. Accordingly, she polished the tablets, pointed the pencil, bought an immense account-book, carefully stitched up with a needle and thread all the leaves of the Cookery Book which Jip had torn, and made quite a desperate little attempt 'to be good', as she called it. But the figures had the old obstinate propensity – they WOULD NOT add up. When she had entered two or three laborious items in the account-book, Jip would walk over the page, wagging his tail, and smear them all out. Her own little right-hand middle finger got steeped to the very bone in ink; and I think that was the only decided result obtained.

Sometimes, of an evening, when I was at home and at work – for I wrote a good deal now, and was beginning in a small way to be known as a writer – I would lay down my pen, and watch my child-wife trying to be good. First of all, she would bring out the immense account-book, and lay it down upon the table, with a deep sigh. Then she would open it at the place where Jip had made it illegible last night, and call Jip up, to look at his misdeeds. This would occasion a diversion in Jip's favour, and some inking of his nose, perhaps, as a penalty. Then she would tell Jip to lie down on the table instantly, 'like a lion' – which was one of his tricks, though I cannot say the likeness was striking – and, if he were in an obedient humour, he would obey. Then she would take up a pen, and begin to write, and find a hair in it. Then she would take up another pen, and begin to write, and find that it spluttered. Then she would take up another pen, and begin to write, and say in a low voice, 'Oh, it's a talking pen, and will disturb Doady!' And then she would give it up as a bad job, and put the account-book away, after pretending to crush the lion with it.

Or, if she were in a very sedate and serious state of mind, she would sit down with the tablets, and a little basket of bills and other documents, which looked more like curl-papers than anything else, and endeavour to get some result out of them. After severely comparing one with another, and making entries on the tablets, and blotting them out, and counting all the fingers of her left hand over and over again, backwards and forwards, she would be so vexed and discouraged, and would look so unhappy, that it gave me pain to see her bright face clouded – and for me! – and I would go softly to her, and say:

'What's the matter, Dora?'

Dora would look up hopelessly, and reply, 'They won't come right. They make my head ache so. And they won't do anything I want!'

Then I would say, 'Now let us try together. Let me show you, Dora.'

GLOSSARY

accordingly: in a way that is suitable

immense: extremely big

desperate: feeling that you have no hope and are ready to do anything to change the situation you are in

obstinate: not willing to change your ideas or behaviour although you are wrong

propensity: an inclination or natural tendency to behave in a particular way

laborious: Laborious work is very difficult and needs a lot of effort.

smear: to spread a thick liquid or sticky substance over something

steeped: soaked

a good deal: a lot

likeness: being similar in appearance

curl-papers: pieces of paper that are put in hair to make curl

obtain: to get something

illegible: difficult or impossible to read

misdeed: an act that is criminal or bad

diversion: the fact of something being sent somewhere different from where it was originally intended to go

penalty: a punishment, or the usual punishment, for doing something that is against a law

instantly: now or without waiting or thinking

obedient: doing, or willing to do, what you have been told to do by someone in authority

spluttered: drip (ink)



Then I would commence a practical demonstration, to which Dora would pay profound attention, perhaps for five minutes; when she would begin to be dreadfully tired, and would lighten the subject by curling my hair, or trying the effect of my face with my shirt-collar turned down. If I tacitly checked this playfulness, and persisted, she would look so scared and disconsolate, as she became more and more bewildered, that the remembrance of her natural gaiety when I first strayed into her path, and of her being my child-wife, would come reproachfully upon me; and I would lay the pencil down, and call for the guitar.

I had a great deal of work to do, and had many anxieties, but the same considerations made me keep them to myself. I am far from sure, now, that it was right to do this, but I did it for my child-wife's sake. I search my breast, and I commit its secrets, if I know them, without any reservation to this paper. The old unhappy loss or want of something had, I am conscious, some place in my heart; but not to the embitterment of my life. When I walked alone in the fine weather, and thought of the summer days when all the air had been filled with my boyish enchantment, I did miss something of the realization of my dreams; but I thought it was a softened glory of the Past, which nothing could have thrown upon the present time. I did feel, sometimes, for a little while, that I could have wished my wife had been my counsellor; had had more character and purpose, to sustain me and improve me by; had been endowed with power to fill up the void which somewhere seemed to be about me; but I felt as if this were an unearthly consummation of my happiness, that never had been meant to be, and never could have been.

I was a boyish husband as to years. I had known the softening influence of no other sorrows or experiences than those recorded in these leaves. If I did any wrong, as I may have done much, I did it in mistaken love, and in my want of wisdom. I write the exact truth. It would avail me nothing to extenuate it now.

Thus it was that I took upon myself the toils and cares of our life, and had no partner in them. We lived much as before, in reference to our scrambling household arrangements; but I had got used to those, and Dora I was pleased to see was seldom vexed now. She was bright and cheerful in the old childish way, loved me dearly, and was happy with her old trifles.

Sources: The text is an excerpt from David Copperfield by Charles Dickens (available online at <https://www.gutenberg.org/files/766/766-h/766-h.htm>). The glossary has been compiled using Cambridge Learner's Dictionary and Fields of Vision (Delaney, D., Ward, C. and Rho Fiorina, C. (2007) Fields of vision. Volume 2. Longman, pp. 6-7). The tasks have been designed by English.

sedate: avoiding excitement or great activity and usually calm and relaxed

bill: avoiding excitement or great activity and usually calm and relaxed

endeavour: to try to do something, make an effort

severely: very seriously

blotting: rub

vexed: annoyed, troubling and difficult

discouraged: having lost your confidence or enthusiasm for something

commence: to begin something

dreadfully: extremely badly, terribly

lighten the subject: be less serious

checked this playfulness: kept her playful mood under control

tacitly: without expressing something directly

persist: to try to do or continue doing something in a determined but often unreasonable way

disconsolate: extremely sad and disappointed

bewildered: confused and uncertain

gaiety: happiness and excitement

reproachful: expressing criticism

consideration: the act of thinking about something carefully

conscious: awake, thinking, and knowing what is happening around you

embitter: to make someone feel angry and unhappy for a long time

to enchant: to attract or please someone very much

sustain: to cause or allow something to continue for a period of time; to keep alive

endowed: If someone or something is endowed with a particular quality or feature, the person or thing naturally has that quality or feature.

void: a feeling of unhappiness because someone or something is missing

unearthly: unnatural

consummation: the act of making something complete or perfect

avail: use, purpose, advantage, or profit

It would avail ... extenuate it: It would be of no advantage to me now to make the situation look better than it actually was.

toils: hard work

scrambling: confused

trifles: the unimportant matters

ECONOMIC BUBBLES

PRE-WATCHING

- 1a. Look at these words. Check the meaning of the unfamiliar words with the teacher or in the glossary.
tulips, bubble, mania, economics, stock market
- 1b. How can these words be connected in one story? Work with a partner. Make your predictions/make up a story using the words in a meaningful way.
- 1c. Share your story with another pair/the class.

WHILE-WATCHING

- 1a. Watch the video and see to what extent your predictions were correct.
Link to the video: <https://ed.ted.com/lessons/what-causes-economic-bubbles-prateek-singh>
- 1b. Discuss with a partner the following questions:
 - 1) How interesting was the video?
 - 2) How difficult was the video to understand?
 - 3) Do you need to watch it again?

FOCUS ON VOCABULARY

1. Read the transcript of the video. Note unfamiliar words. Use the glossary or an online dictionary (Cambridge Learner's Dictionary) to check the meaning. Consult the teacher if need be.
2. Work on your own. Look at the text again. Choose 10-15 words/phrases/collocations that you feel might be useful for you (you can choose both new and already familiar vocabulary items; try to choose at least 5 new ones, though)
3. Work with a partner. Compare your choices of vocabulary. Discuss and come up with 15 words/phrases that you both think will be useful for you.
Justify your choice for every item, i.e why you think it will be useful for you to spend time learning the item? (For example, does it relate to the topic of your interest? Is it a word that you once knew but then forgot? Is it of a suitable language level?)
4. Discuss with your partner the learning strategies you utilize when learning new vocabulary.
 - 1) What helps you most?
 - 2) What method proved to be inefficient?
 - 3) Do you prefer paper or online exercises?
5. Work with a partner. Use the cram.com website to create a set of cards for the phrases you have chosen to learn. Decide with the partner what kind of prompts you will use: definitions or Russian equivalents. Put the words/phrases on the one side of the e-cards and definitions from Cambridge Learner's Dictionary OR translations from ABBYlingvo on the other side of the e-card. You can use copy+paste to avoid spelling mistakes. Make sure that you put articles before singular countable nouns and "to" before verbs. Use the 'memorize' tool to work on remembering the words using the prompts. Use the games to work individually and the various tests (especially, "written") to note your progress.





How much would you pay for a bouquet of tulips? A few dollars? A hundred dollars? How about a million dollars? Probably, not. Well, how much would you pay for a house? Or partial ownership of a website that sells pets' supplies? At different points in time tulips, real estate and stock in pets.com have all sold for much more than they were worth. In each instance, the price rose and rose, and then abruptly plummeted. Economists call this a bubble. So what exactly is going on with a bubble?

Well, let's start with the tulips to get a better idea. The seventeenth century saw the Netherlands enter the Dutch golden age. By the 1630s Amsterdam was an important port and a commercial centre. Dutch ships imported spices from Asia in huge quantities to earn profits in Europe. So Amsterdam was brimming with wealthy, skilled merchants and traders who displayed their prosperity by living in mansions surrounded by flower gardens. And there was one flower in particularly high demand. The tulip.

The tulip was brought to Europe on trading vessels that sailed from the east. Because of this it was considered an exotic flower. That was also difficult to grow since it could take years for a single tulip to bloom. During the 1630s an outbreak of tulip breaking virus made select flowers even more beautiful by lining petals with multi-colour flame-like sticks. A tulip like this was scarcer than a normal tulip and as result prices for these flowers started to rise. And with them the tulips' popularity. It was not long before the tulip became a nation-wide sensation. And tulip mania was born.

A mania occurs when there is an upward movement of price combined with a willingness to pay large sums of money for something valued much lower in intrinsic value. A recent example of this is the dot-com mania of the 1990s. Stocks in new exciting websites were like the tulips of the seventeenth century. Everybody wanted some. The more people who wanted the tulip the higher the price could go. At one point a single tulip bulb sold for more than ten times the annual salary of a skilled craftsman. In the stock-market the price of stock is based on the supply and demand of investors. Stock prices tend to rise when it seems like a company will earn more in the future. Investors might then buy more of the stock, raising the prices even further due to an increased demand. This can result in a feedback loop when investors get caught in a hype and ultimately drive prices far above intrinsic value, creating a bubble. All that is needed for a mania to end and for a bubble to burst is the collective realisation that the price of the stock or a tulip far exceeds its worth. That's what happened with both manias. Suddenly the demand ended. Prices were pushed to staggering lows, and the bubbles burst, and the market crashed.

Today scholars work long and hard trying to predict what causes a bubble and how to avoid them. Tulip mania is an effective illustration of the underlying principles at work in a bubble and can help us understand more recent example, like the real estate bubble of the late 2000s.

The economy will continue to go through phases of booms and busts, so while we wait for the next mania to start and the bubble to burst, treat yourself to a bouquet of tulips and enjoy the fact that you didn't have to pay an arm or a leg for them.

Sources:

Video: <https://ed.ted.com/lessons/what-causes-economic-bubbles-prateek-singh>

Text transcribed from the video by English

Glossary: compiled by English from Cambridge Learner's Dictionary

Activities designed by English

GLOSSARY

partial: not complete

ownership: the right of owning something

supply: an amount of something that is ready to be used

supplies: the food, equipment, etc. that is needed for a particular activity, holiday, etc.

real estate: buildings and land

for instance: for example

abrupt: sudden and not expected

to plummet: to fall very quickly in amount or value

quantity: the amount or number of something

profit: money that you get from selling goods or services for more than they cost to produce or provide

to be brimming with something: to be full of something

to display: to arrange something somewhere so that people can see it

prosperity: a situation in which someone is successful, usually by earning a lot of money

mansion: a very large house

particularly: especially

demand: a need for something to be sold or supplied

to bloom: If a plant blooms, its flowers open.

outbreak: the time when something unpleasant and difficult to control starts, such as a war or disease

scarce: rare or not available in large amounts

to occur: to happen, often without being planned

intrinsic value: the real value of a company, asset, etc., which may not be the price it could be sold for now

recent: happening or starting from a short time ago

annual: happening once every year

salary: a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month

to increase: to (make something) become larger in amount or size

ultimately: finally, after a series of things have happened

realisation: the fact or moment of starting to understand a situation

to exceed: to be greater than a number or amount, or to go past an allowed limit

worth: the amount of money that something can be sold for; value

staggering: very shocking and surprising

to avoid: to prevent something from happening or to not allow yourself to do something

underlying: real but not immediately obvious

NOT A CALCULATED RISK

Before the metric system we, seven-year-old kids, had to really work our brains.

Two halfpennies to the penny, twelve pennies to the shilling, twenty shillings to the pound, or 21 shillings to the guinea. There were 240 pence to the pound.

Pennies were represented by the sign d. Shillings were s, and pounds were £. To add £3 16s 7d to £2 3s 6d meant that 6 pennies added to 7 came to 13 pennies, or one shilling plus a penny. One, carry the one. Then that one, plus three, plus sixteen shillings was twenty shillings, but twenty shillings was a pound, thus there would be naught shillings, carry one. Three, plus two pounds, plus one came to £6. Therefore the answer was £6 1d.

The brown coins were halfpennies, and pennies. Those of real silver (good for finding in Christmas puddings) were thrupenny bits, and sixpences. In nickel silver were shillings (bobs) and florins (two-shilling coins), and the heavy two and six pence with faceted edges. (There were four of these to that fabled vast fortune, the Ten Bob note).

A pound note was a quid.

To measure length there were 12 inches to the foot, three feet to the yard, twenty two yards to the chain, and 1760 yards to the mile. A cricket pitch was one chain long.

To subtract the fractions $\frac{1}{5}$ from $\frac{2}{3}$, there had to be a common denominator, 15. So the numerator 10 had 3 taken from it, and the answer would be $\frac{7}{15}$.

Weight was much more difficult.

16 ounces (oz) to the pound, 14 pound to the stone, or 112 lb (pounds) to the hundredweight. Do you follow all of this?

Quantity was a tad simpler. Eggs were sold in packs of 12. Twelve equals a dozen. But with loaves of bread or bread rolls, thirteen became a baker's dozen. (This also applied when buying cakes for grown-ups' birthday parties. 13 fly cemeteries, flake pastries with raisins in between, and matches that are impossible to describe. You are either a member of the cognoscenti, or not).

Milk came in pints, and two pints made a quart. There were, naturally, four quarts to the gallon.

We, children, had no computers and calculators and before we were initiated into the arcane and esoteric mysteries of numbers, we somehow managed the arithmetic without knowing any method of notating numerator and common denominators.

Our theory of relativity was this:

It seemed relatively further to walk home in the afternoon sun than to walk to school. Once every three weeks or so we just needed a burst of energy.

The lolly shop at Royal Oak in Auckland, New Zealand, (near the extinct volcano, One Tree Hill and between the road junctions of Greenwoods Corner and Tintacks Corner), had rows of boxes of tempting sweets.

There is a saying about the good old days, "When aniseed balls were ten a penny", but aniseed balls were ten a penny (what a solipsism; I've started with my favourite, -orbs with rotating swirls of white peppermint and black aniseed). Spearmint leaves were ten a penny too. Zulus (black

jelly babies sucking thumbs) were fourteen for thrupence, Love Hearts bought only by girls (with pink messages engraved on the hard candy, such as 'kiss me quick',) were nine a penny. Gobstoppers were tuppence (2d) and lasted for hours and changed colour every time they were taken from the mouth because concentrated sucking removed layer after layer of tasteless hue. Sherbet Straws were also two pennies each. A little suck on the hollow tube of licorice brought ecstasy-inducing powder from the envelop. Toffees were 3d for two and could grip the fillings from teeth, and Jaffas, (these had an orange-red brittle coating over a milk chocolate core) were thirty-five for seven pence ha'penny, and were great for bouncing down the cinema aisles when films had boring romantic parts. Black Balls (my second favourite) were a bargain at nine a penny. Chocolate fish (with white marshmallow inside) were tuppence. (Who was the eccentric confectioner who thought of chocolate fish?) Caring parents wanted us to buy a tuppenny black licorice strap to keep our bowels regular, perhaps forgetting their power to be stretched to flick bare legs in short pants. The welts could last for weeks if done on a frosty morning.

As I have said, we could not understand fractions at school, even when Miss Scott wacked us on the knuckles with a ruler to encourage us to focus on extrapolating specific answers from the chanted Times Tables (Eleven eevens are one hundred and twenty-one. Eleven twelves are a hundred and thirty-two. What does eleven times eleven equal?), but the moment we went into the lolly shop we'd point to the boxes and trays and ask for two of them, seven of those, eight of these, and one of the Zulus. Oh yes, and nine Jasmine Drops for my neighbour, Louise.

Somehow it came out at exactly the seven pence ha'penny I had! I untied the knot in the handkerchief taken from deep in my pocket and paid...

My shilling a month pocket money from grandfather had to last.

As I said, we had no idea of fractions.

We had no idea of cause and effect.

There was free treatment by the sweet dental nurse at the Royal Oak School Dental Clinic (known as the Murder House). I visited it after I had twisted a first tooth round and wriggled it in its socket. The kind nurse showed me a spider on the outside of the window.

I looked at Incy Wincy as he climbed. I could smell the nurse's lavender scent, and suddenly the tooth was out. But the nurse saw a hole in a molar. It would only take a tick of the clock to fill. I listened to the drill's high-pitched whine near my ear that made each of the 60 seconds of every slowly passing minute seem like an hour. To endure it I dreamed of the forbidden Wrigley's PK chewing gum, and the taste of the black jubes covered in multi-coloured Hundreds and Thousands sometimes found in adult's delicious Licorice Allsorts...

We innocent children didn't know, so the risk wasn't calculated...

By David Wansbrough

CAPITAL CRIMES

Capitalism is a most wonderful concept, but it has almost been forgotten.

To put capital into an idea is a real example of trust. To invest money into the ideas of another person shows confidence. With your money the entrepreneur may achieve something.

But only on the day that a company is listed and floated on the Stock Exchange does it benefit from a capital infusion. From that moment on it is the shares that are bought and sold, without the company receiving a cut. They are all transactions between outsiders. Unless the company trades in its own shares.

If it issues more shares it dilutes existing shares and dividends must still be paid.

Urgently raising capital through borrowing underlies everything. Even banks don't have assets other than their ability to borrow. Their profitability is based on their borrowing capacity against their lending ability. Everything but everything is based on borrowing or getting hold of OPM. Other Peoples' Money.

The company must try to keep the share price high to prevent a hostile takeover.

The directors on the board somehow hope to provide good dividends to be reelected. This often encourages them to acquire and asset-strip smaller companies in order to get a quick return.

Maintaining a high listed price may mean delaying long-term investment in research and development, or prohibit investment in infrastructure which may alienate short term investors.

Often, very often, manufacturers lose their original intent and begin to use capital as a commodity. They trade in money. This is obviously less troublesome than designing new products, or sourcing materials and making and transporting goods. Desks, coffee and computers are all that are



needed, and non-manufacturing plants and equipment that require maintenance and updating. Workers' relations and rights cease to be a problem.

The expert staff become the Intellectual Property. Corporate headhunting may induce nerds to work elsewhere, thus effectively asset-stripping.

Look around a modern city in Europe, Russia, America or Australia. Do you see the factories and warehouses that were there only twenty years ago? What do you see? Law firms, accountancy companies, auditors, brokers and banks.

Where are our socks made? Who is processing our food? Distant countries. Distant countries may not have the expenses of environmental protection and guaranteed minimum wages. Out of sight, out of mind. Nor may they have standards of quality control and hygiene.

There is the implicit philosophy: let's make enough money so that in the future we'll be able to pay for the solutions.

As I was a long-time company director, I have given the problem of capital much thought.

We need to reintroduce Capitalism.

Perhaps every time shares are sold for short-term profits, could the company get a percentage? This at the click of a button would benefit the company and create a relationship between the investor and the evolving ethos of an entity.

At present, the word Capitalism implies a means of increasing personal Capital, come what may.

Confidence in investing Capital is a really moral concept.

But are cunning and speculation stronger human characteristics than trust? And trust in the future?



ECONOMICS OF LIFE

Ludmila Vasilyevna was uneducated but her soul had faith that the poor would share. She had to believe this because she cared for children she had found on the streets of Moscow in the 1990s. Her eyes were opened when she had expected a respected family retirement. Some children she had found but others turned up on her doorstep brought by tales of a grandmother who would hug them. Others she had discovered misdiagnosed in institutions. Soon she had many kids to feed and house. “Some days we are hungry. Some days we have too much. Then we can give to the grandfather in the apartment above or invite pensioners to our tables. It teaches the children lessons that school can’t.”

She would brazenly ask me for a carefully calculated sum of money. “You can raise it. Just concentrate on it and think of my children.” I came back with some money from Australia. She’d seen a photo of a stone house far away in the mountains. She bought it, sight unseen because she trusted in people and God. It wasn’t a lot of money, but the purchase had used it all up. It had some sloping farmland included that would face the winter sun. The kids needed to experience more than the streets of Moscow.

This shy quiet woman went to see the Moscow army boss. Yes, the General stood up straight and bravely agreed to giving her trucks and drivers, gas and food for the week-long journey. (One of the trucks just carried petrol.) Where ever the little convoy stopped in holy Russia, people were kind

and shared and took the children and soldiers in for the night. As she knew they would.

High in the hills the army drivers became worried as the locals threw stones at them. They reached the address. It was the one in the photo. But the advertisement of the house had not said that it had been partially roofless for decades. The children did not care.

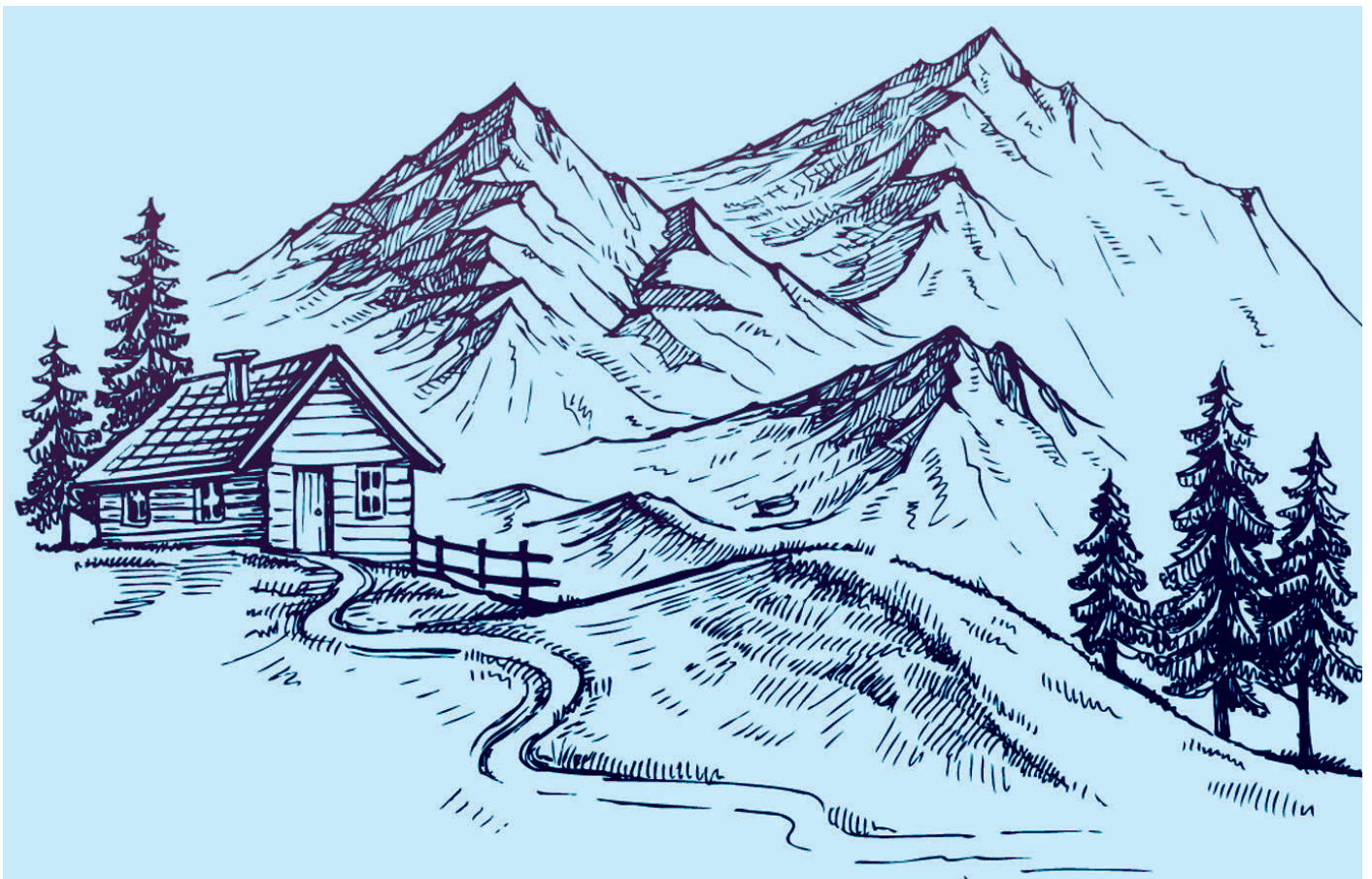
They ran in the long grass. They had sat in trucks for far too long. They had energy to burn. The little girls took their clothes off and jumped into the warm waterfall. It was paradise. There was fruit to be plucked from trees. (Fruit grows on trees?)

Up came the angry Imam and the Headman with a crowd of villagers with sticks to beat them! From the high rocks behind the ruin there appeared fierce dark bearded men with foreign semi-automatic weapons.

They all looked at the skinny pale city kids rolling naked in the high golden grass, and at the frightened Russian soldiers who had dropped their guns and raised their hands to surrender.

The Imam and the Elder shouted orders! People ran down the street and returned with tools and timber. Within the day by communal effort a temporary roof was made. The rubbish was swept away. A goat was killed. A fire was lit. Shashliks!

The village women shyly offered carpets. Ludmila understood the meaning of the gesture.





The next day at sunup after the Muslim call to prayers the villagers were digging the field and planting.

At the end of summer the orphans had a good simple house with straw or horsehair mattresses and chicken-feather pillows. The children were brown and healthy. And had learned new manners. The little ones kept their clothes on so as not to offend. And they bowed to the old people without being told. They said, “Allah be praised,” when gifts came to the door. Later, at the table, they sang and were thankful for their neighbors. They now knew that food is the result of hard work and is also granted by the generosity of the sun, the rain and the soil.

Again the army trucks came even though there was by then a bitter regional war. Word had got around as it does in scattered communities. All arrived home safely to Moscow. Did I say all? No! A sixteen year old boy stayed to learn to make furniture and grow winter mountain vegetables. Where did he live? With the Elder.

Ludmila shyly half asked, half told people her needs. They responded.

There is an open conspiracy in Russia. We all know that some train guards will take packages great distances without payment and hand them on to other guards. In one way or another big weekly boxes of fresh vegetables from far away turned up at her home in Moscow.

And the boy? When he was a year older he couldn’t be found to be registered for conscription.

Ludmila laughed. She said, “The Imam’s daughter is pretty. Who knows? And I have been accepted as an honorary man, no questions asked. You have to give people the chance to be good.”

But of course, it depended on her to inspire goodness.

Wendy Paton had started a fund in Australia, The Children of Russia, to help when the Soviet Union had fallen. Wendy told me to meet Ludmila and give her a gift of money. We became friends and I was involved in the apart-

ment, and made puppets with the children. I was sometimes even left in charge while Ludmila had a nap. I felt honored to be trusted. I believed in Ludmila. I believed in Wendy. The Sydney committee that she had founded was convened without me or Wendy being notified. Apparently Ludmila was uneducated and had no forward financial projections, and no business plan and so was unaccountable. They’d read of a respectable Anglican diplomatic wives’ afternoon tea charity that paid qualified Australian accountants (from our donations) to inspect the books each month of Licenced Institutions for Cost-Effective Service Delivery, and to Periodically Evaluate for Efficiency, both in Stated Skill Acquisition and written Short-Term and Long-Term Aims as Registered Service Providers.

Ludmila, without being inspected, was not thought worthy of the money Binney Malcolm and I had raised specifically for her.

So the incoming funds of Moscow’s Price Waterhouse or some such company might have had a little increase at a time when Russia’s massive assets were being divided between foreign experts and the emerging oligarchs.

But perhaps the lives of people exercising power may just be farts in the winds of Time.

Think of thin exhausted Ludmila Vasilyevna who glowed with life. She was never too tired to hug a trembling blank-faced child. She is an enduring part of the continuum of goodness.

“Children, food will come. Whose favorite is boiled potatoes and oil? Mine too... There are only a few each, but if we chew slowly, these are extra tasty.”

“And there came a rider on a black horse who carried scales and weights, shouting, ‘A measure of wheat for a shekel, three measures of barley for a shekel, and see that the wine and oil is accounted for’.”

By David Wansbrough

Учительница московской школы создала платформу в помощь учителям иностранного языка

Почему учителя иностранных языков не видят желаемый результат своей работы при максимальных усилиях?

Именно этот вопрос много лет задавала себе учительница Московской школы № 1482 и пришла к выводу, что очень часто отстающие ученики отстают именно потому, что ленятся учить слова и попросту этого не делают. Они пытаются списать на диктантах, у некоторых даже получается, но вот стабильной и постоянной работы именно над усвоением слов у них нет. Да и диктанты учителя физически не могут проводить каждый урок, в результате у многих учеников появляются так называемые хвосты, которые со временем увеличиваются, и однажды на них обрушивается неимоверное количество незнакомых слов, из-за чего они, естественно, ничего не понимают и полностью теряют интерес к предмету. Как решить эту проблему? Постоянно контролировать запоминание небольших групп слов, и в случае невыучивания на ранних стадиях принимать меры (а не через пару лет, когда догнать программу уже практически невозможно). Но когда у каждого учителя минимум 150 учеников, это становится возможным только с применением инновационных технологий.

Многие учителя наверняка уже пробовали использовать те или иные программные средства, которые призваны превратить процесс заучивания слов в игру. Но, согласитесь, в каждой из них чего-то не хватало. Давайте попробуем разобраться, чего же именно? У школьной образовательной программы есть четкие рамки, и многие онлайн-ресурсы этого не учитывают, поэтому учителю требуется очень много сил и времени для того, чтобы эффективно встраивать инновации в учебный процесс. Во-вторых, многие программные средства платные и учителя не всегда имеют возможность за них платить, а тем более привлекать к оплате учеников и их родителей.

Именно для решения всех этих проблем была разработана бесплатная платформа «Взнания». И теперь учителям иностранных языков доступен инструмент, который позволит повысить эффективность работы на уроках. Платформа «Взнания» является максимально доступной для учителей с разным уровнем владения информационными технологиями благодаря понятному интерфейсу и простому функционалу.



Смысл платформы «Взнания» в том, что каждый учитель, определив пробелы в знаниях, может составить задание для группы, используя необходимую и актуальную для урока лексику. Изучение слов состоит из выполнения пяти заданий и прохождения итогового теста. Результат теста отображается в личном кабинете учителя.

Таким образом, платформа «Взнания» обеспечивает индивидуальный подход к каждой группе и дает уникальную возможность привязать набор слов для изучения к школьной программе или программе дополнительных занятий.

Представьте, что больше вам не нужно тратить на уроке время на диктанты для проверки знаний слов, а прогресс каждого ученика вы можете контролировать в режиме реального времени на платформе «Взнания».

Давайте добавим к этой картине такой мотивирующий момент, как соревнование среди реальной группы, а не среди виртуальных участников образовательного процесса.

Преподавание с помощью платформы «Взнания» проверено во многих школах Российской Федерации, а также репетиторами английского языка в течение полугода. Подробнее об образовательной платформе вы можете почитать на нашем сайте vznaniya.ru

Обсудить методику и тонкости работы с данной платформой можно в наших группах в социальных сетях: www.facebook.com/Vznaniya, www.vk.com/Vznaniya и по электронной почте: info@vznaniya.ru
С нами эффективно учить и легко учиться!

AN UNLUCKY DAY

CHARACTERS:

Narrator	Kate, their daughter
Lucy	Grandmother, Lucy's mother
Mike, her husband	Thief
Alex, their son	

Setting: A big living room with a window in the background and four doors from both sides. On the front stage there is a table with a chair. On one side of the stage there is a little table with a lamp on it. The light is on. There is a chair by this table.

The Narrator enters and introduces the members of the family, who go towards their rooms and disappear behind their doors.

Narrator: This is one of the ordinary families in New York: Mike, the father – he's a great football fan (*Mike doesn't pay any attention to the Narrator, passing by*), Lucy, the mother – she's passionate about television soap operas (*they kiss each other as close friends*), and their children Alex and Kate (*children are looking at their mobiles, passing by*). Alex, Kate! Hello! Oh, you see, they are always playing computer games whenever and wherever you meet them. And there is their Granny, an old woman (*they bow to each other very politely*). I can tell you a secret – she is rich, has got a lot of treasures and she is keen on reading detective stories.

They were a good family some time ago, but due to their addiction to sports, TV serials and computer games they have begun to forget what each of them looks like. Now I'm not sure that they can even recognize each other!

Oh! Somebody is climbing through the window! (*Crying in fear*.) It's a thief! It's better to go away! (*The Narrator goes off*.)

The Thief gets in through the window and opens the doors by turns. He moves very carefully.

Thief: The windows of this flat are dark and I think there is nobody here. (*Opens Lucy's door; the sounds of TV soap opera can be heard.*) Oh no! There is a woman!

Thief (*opens Mike's door; the sounds of football match are heard*): A man!

Then he opens the children's door and the sounds of computer games are heard.

Thief: Two children. But everybody is very busy! (*Opening the last door*.) An old woman, but she is sleeping with a detective story in her hand.

Enters her room and goes out very quickly with some sparkling beads, brooches, and necklaces.

Thief: I'm lucky! Just look at this! Very expensive jewels!

The sound of explosion is heard, the light turns off. The Thief gets under the table in fear. Lucy runs into the living room.

Lucy: Mike! What are you doing under the table? Our switches aren't there. Are you crazy? Help me to turn on the light! It's a very important moment in my film! Imagine, Mary wants to kill herself and her lover, Jordan, he isn't there and...

Thief: Who are you?

Lucy (*surprised*): I... I'm your wife, Lucy. What has happened to you? Are you ill? You are going mad with all these sport programs! Football, football, only football in your head! You have forgotten your wife, the mother of your children!

Thief (*getting out from under the table*): Oh no, my dear! It was dark under the table! Now I'll go to our neighbors and find out what has happened.

Mike enters with a mobile in his hand.

Mike: I've just spoken to my brother. He said it is the blackout. Blackout! And so I won't be able to see the end of this fantastic football match!

Thief (*irritably*): Lucy! Who is this man? What is he doing in my flat?

Mike (*indignantly*): My flat?! What is he saying? My flat?! Lucy!

Thief: My dear wife, I think I should go for the police.

The Thief goes towards the door but Mike stops him and does not let him go away. At that time Lucy is trying to understand who is her husband, examining them very attentively.

Lucy (*confusedly*): Oh dear! I can't say which of you is my husband! Recently I've seen him only from his back while sitting in front of the TV. No idea! They are so alike! Oh! Children! They'll help me! Kate, Alex come here!

Children enter the room discontentedly.

Kate: Mummy! We know about the blackout, but our computers are still working!

Alex: Let's continue playing our games, oh no, do our homework, I want to say!

Lucy: Go to your father, your father, and ask him, ask him, er, what he wants to have for supper.

Alex: You can't ask him yourself?!

Lucy (*angrily*): No! Go! Do as you were told!

Kate (*to Alex*): It's strange of course, but I don't know who of these two men our father is.

Alex: Neither do I. I haven't seen him for so long!

Kate: What shall we do? Mummy is watching us!

Alex: I've got an idea! Look!

Alex goes to the front of the stage and stretches out his hand.

Alex: Dad! I need some money!

Thief: Money?

Mike: Money?

Alex: Yes, money. Give me please.

Thief: Of course, my dear son! How much?

Alex: \$25..

Thief (gives him some bills): Here you are, my dear Alex.

Mike (pulls out of his pocket several bills): I... I can give you too. There are \$5 and \$20.

Alex: WOW! But... (Looks at the men with surprise.)

Kate (comes up to Alex, looking at the men): Give me \$10 for tomorrow.

Thief: Of course, Kate, here you are. (Gives her some money.)

Mike (trying to find \$10): And I also can give you... but what for?

Lucy: Really! What for? You have free meal in your school!

Kate: My school hasn't provided any free meals since the beginning of the last school year, don't you know?

Lucy: I've heard something about that. It was when the 258th series was going on.

Mike: Always your soap operas! And why do you, Alex, need \$25?

Alex: Because I study at college and eat at McDonald's.

Mike & Lucy (exclaiming together): Why at college?

Kate: He had bad marks on Maths, Russian, English and Physics, so the headmaster advised him to leave our school and go to college.

Lucy (indignantly): It's outrageous! The headmaster had to tell us, the parents!

Alex: Yes, she asked you to come 6-7 times in May, but you were always busy.

Mike: In May? Of course I couldn't come. There were very important football matches before the World Cup.

Lucy: I remember! In May Mary found out that her child is her own step sister. It was so strange... I wanted to know everything about that and couldn't miss the series.

During their conversation the Thief is trying to escape.

Thief: Poor children! But it isn't my problem. I have to go away and quickly!

When he is near the door, the Grandmother enters and stops him.

Grandmother (shouting): Stop! Look here! My jewels have just been stolen! Nobody will leave the flat! Call the police!

Kate: Alex! I'm afraid. One of these two men is a thief!

Lucy (to Grandmother): My God! Why can't I remember my husband? Granny! Who is the thief in your opinion?

Grandmother (sarcastically): It's a question for you, my dear! It's very easy! He isn't your husband. Because Mike is a bad husband, bad father, as I've always told you, but he isn't a thief, surely!

Mike: I'm your husband, Lucy! Look at him. He doesn't like football.

Thief: No, Lucy! I like football but I love you more. I've just been promoted and got a pay rise. Now I could buy you a fur coat.

Lucy (sweetly): A fur coat. Oh my dear! (Coming closer to the Thief.)

Mike: Don't come up to my wife!

Thief: You aren't Mike! You are a thief!

Mike: You are a thief yourself!

They begin fighting, Alex and Kate are trying to stop them, Grandmother is staying on the chair and hitting the men with her stick, Lucy in desperation sits down on the chair by the little table.

Kate: Don't touch my Daddy!

Alex: Don't beat him! Let him go!

Grandmother: Give me back my jewels! Give back my jewels!

Lucy: Give me some water! Water! Water!

The Thief falls, Mike picks up the chair, wanting to hit the Thief with it but at that moment the light switches on, the lamp lights up and the sounds of the soap opera and football match are heard.

Lucy (jumping up, crying): The light is on!

Mike (carefully puts down the chair and rushes over to his room, shouting): The blackout is over! My match! Have they scored any goals?

Lucy (runs to her room, crying): Mary? Has she killed herself or not?

Kate (to Lucy): Mummy?

Alex (to Mike): Daddy? (to Kate) Let's go, Kate.

Children look at their parents disappointed, but they can't stop them and slowly go to their room.

Thief (rises heavily): I thought he would kill me. But, thank God, everything is ok! And now I'm going to leave this strange house.

The Thief goes to the door but the Grandmother is waiting for him there with a pistol.

Kate (looking at the Grandmother): Stop! Look at Granny! It's cooler than any computer game!

Grandmother: Return my jewels! And I'll let you go! Or...

Thief: Don't fire! I can go out through the window.

Alex (blocks the Thief's way to the window): No, you cannot!

Thief: Ah! Take your jewels! (Puts the jewels on the table and goes out.)

Kate (running to Granny): Granny! You are fantastic!

At this moment Lucy and Mike enter.

Lucy: Children! Granny! We are with you!

Alex: You are welcome, Daddy!

Mike: We are a family, aren't we?

ЭССЕ – КЛЮЧ К УСПЕХУ

Мишин Андрей Валентинович, заместитель директора по научно-экспериментальной и аналитической работе многопрофильной гимназии № 12 города Твери, учитель английского языка высшей категории, заслуженный учитель РФ, почетный работник общего образования Российской Федерации, трижды победитель конкурса лучших учителей России в рамках приоритетного национального проекта “Образование”, консультант-эксперт кафедры теории языка и перевода Тверского государственного университета, председатель предметной региональной комиссии ЕГЭ и ОГЭ по английскому языку, сертифицированный ведущий эксперт ЕГЭ по английскому языку (разделы “Письмо” и “Говорение”), член экспертного совета всероссийских олимпиад школьников.

mishin_andrew@mail.ru



ЕГЭ по английскому языку с 2016 года включает 2 части: письменную (разделы “Аудирование”, “Чтение”, “Грамматика и лексика” и “Письмо”) и устную (раздел “Говорение”).

Для дифференциации испытуемых по уровням владения английским языком в пределах, сформулированных в федеральном компоненте Государственного образовательного стандарта по иностранным языкам, во все разделы экзаменационной работы наряду с заданиями базового уровня включаются задания повышенного и высокого уровней сложности.

Успешное выполнение задания 40 (написание сочинения объемом 200–250 слов по заданной теме и предложенному плану) является ярким показателем подготовленности выпускника, который может набрать баллы на ЕГЭ в диапазоне 85–100. Данные выпускники хорошо понимают звучащие и письменные тексты, содержащие достаточно сложную аргументацию и выражающие авторскую позицию. Они умеют писать тексты с элементами эссе, у них достаточно широкий словарный запас и уверенное владение основными грамматическими конструкциями.

Подготовка к выполнению задания 40 – это серьезный и долгосрочный проект, который может занимать год, а то и два еженедельной и кропотливой работы.

Для успешного написания эссе (сочинения) предполагается, что выпускник умеет:

- создавать собственное развернутое высказывание в соответствии с коммуникативной задачей и в заданном объеме (200–250 слов);
- сообщать точную, полную и развернутую информацию в разрезе именно предложенной темы письменного высказывания;
- выражать собственное мнение и четко его аргументировать;
- делать выводы, подтверждая свою точку зрения;
- последовательно и логически правильно строить сочинение-рассуждение;
- использовать соответствующие средства логической связи;
- лексически, грамматически и орфографически правильно оформлять собственный текст;

- стилистически правильно оформлять текст (в данном случае в соответствии с поставленной коммуникативной задачей выбирается нейтральный стиль).

В качестве примера давайте рассмотрим успешное выполнение задания 40 одним из выпускников прошлых лет.

Для начала внимательно ознакомимся с предложенным заданием.

ЗАДАНИЕ 40

Comment on one of the following statements.

40.1. **The school uniform is useless.**

40.2. **It is right to read about historic places before sightseeing.**

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

УТОЧНИМ, ЧТО НАМ ПРЕДСТОИТ СДЕЛАТЬ:

- с 2019 года вам предстоит осуществить **выбор одной из двух тем сочинений в задании 40**. Важно прочитать обе темы, постараться определиться за несколько минут, какая из тем вам ближе, понятнее; по какой из двух тем у вас набирается больше аргументов и контраргументов (можно поработать с черновиком, но **ВАЖНО** не затягивать процесс выбора – помним, что у нас **в среднем есть 60 минут на выполнение этого сложного задания уровня В2**);
- написать **письменное высказывание “Мое мнение”** в соответствии с коммуникативной задачей, поставленной в задании, объемом 200–250 слов. В данном случае у выпускника (мы остановили свой выбор на 40.2.) запрашивают его мнение о том, *следует ли (правильно ли это) читать об исторических местах прежде, чем посещать их*;

- высказать свое мнение и мнение оппонента **полно, точно, развернуто** и привести аргументы и контраргументы, доказательства, примеры;
- сделать вывод в конце сочинения;
- последовательно и логически правильно строить свое высказывание “Мое мнение”;
- использовать соответствующие средства логической связи;
- употребить языковые средства оформления письменного высказывания точно и правильно.

В данном задании эксперты также всегда считают количество слов. Эксперт проверяет работу, если объем выполненного задания 40 не менее 180 слов. Вся работа менее 180 слов (179 слов, например) автоматически оценивается в 0 баллов.

Если объем превышает 275 слов, то эксперт проверяет ТОЛЬКО 250 слов.

ВАЖНО: всегда, закончив работу, необходимо подсчитать количество слов в написанном тексте!

РАССМОТРИМ ОДИН ИЗ ВОЗМОЖНЫХ ОТВЕТОВ УЧАЩЕГОСЯ НА ЗАДАНИЕ 40:

1. Мы внимательно прочитали задание и предложенный план. Это может занять 1–2 минуты, но это важно сделать, так как правильное понимание задания – это залог его успешного выполнения.

2. Нам предстоит работа в течение 15–20 минут с черновиком. Важно при работе на данном этапе не пытаться писать весь текст сочинения в черновике. В черновик мы запишем ключевые фразы – наброски наших идей по данной теме. В нашем случае появляется такая таблица:

Аргументы за то, что читать перед посещением важно	Аргументы против (не следует читать)	Контраргумент(ы) для 4-го абзаца сочинения <i>explain why you don't agree with the opposing opinion</i>
• it helps people better understand what they see; • it is much more interesting to see historic places when you learn about them in advance.	• it is tour guides' work to tell them everything.	• guides are unable to tell us all the interesting information.

Наши наброски в таблице показывают, что аргументов в пользу **чтения перед посещением исторических мест больше**, это и может послужить основой для нашего мнения с аргументацией (... , потому что,... Например,...) во втором абзаце.

Тогда основой третьего абзаца, в котором мы должны четко и ясно высказать и обосновать другую (противоположную) точку зрения, будет являться вторая колонка нашей таблицы.

Последняя, третья колонка таблицы поможет нам четко сформулировать свое несогласие с третьим абзацем (мнение других людей) в предложенном плане к заданию 40.

В черновике рекомендуется также потренироваться в **перефразировании темы данного сочинения**, в подборе синонимов и антонимов к основным словам по предложенной теме.

В нашем случае мы должны уйти **от полного или частичного повтора темы** в первом абзаце (обратите внимание: с 2019 года в плане к заданию 40 появилось уточнение – state the problem **paraphrasing the given statement**). Подумаем, как мы сможем сформулировать проблемность и дискуссионность нашей темы о важности чтения об исторических местах перед их посещением, не забывая про перифраз.

It is right to read about historic places before sightseeing.

to read about – схожие по смыслу слова (это не всегда прямые синонимы): learn new information, find out, surf/ browse the Net, etc.

historic places – синонимы: historical sites, historic sights, etc.

before sightseeing – in advance, beforehand, etc.

Еще раз хотим отметить, что на стадии подготовки к написанию сочинения (работа с черновиком) **важно четко определиться, поддерживаете ли вы или отвергаете данное предложенное утверждение.**

Внимательно просмотрите таблицу, сверьтесь с предложенным планом. Второй абзац задания 40 предполагает, что вы приведете не один, а два-три аргумента в защиту своей точки зрения. Можно сделать предварительный вывод, что большое количество ваших доводов в таблице и есть ваша точка зрения. Если вы не можете с этим согласиться, то важно продумать еще аргументы в защиту вашей точки зрения, так как строго по критериям проверки данного задания вы получаете максимальный балл за решение коммуникативной задачи, если:

- в **первом абзаце** четко сформулированы две противоположные точки зрения и осуществлен перифраз предложенной темы сочинения (state the problem paraphrasing the given statement);
- во **втором абзаце** изложена ваша точка зрения с убедительными и ясными двумя-тремя аргументами;
- в **третьем абзаце** есть противоположное вашему мнению суждение других людей с четкими и ясными доказательствами этого мнения (1–2 аргумента);
- в **четвертом абзаце** присутствует несогласие с высказанной в третьем абзаце точкой зрения оппонента и есть ее опровержение. Ваш тезис обязательно должен содержать открытое вежливое несогласие.

- в **заключении** вы ясно подтверждаете свою точку зрения, т.е. еще раз обобщенно высказываете свое мнение в защиту или против предложенного утверждения в задании 40.
- вы помните про стиль при написании сочинения – **нейтральный стиль**, объем 200–250 слов.

3. Наша работа с черновиком заняла 15–20 важных минут. 40–60 минут мы отведем на пошаговое (в соответствии с предложенным планом) выполнение задания в бланке ответов № 2, т. е. начинаем работать с чистовиком. Помните, что проверяется именно бланк ответов № 2, никакие записи в черновике экспертами не рассматриваются и не оцениваются. **ВАЖНО:** при написании в чистовике, если мы делаем ошибку, то просто аккуратно зачеркиваем и пишем правильный ответ (вариант) сверху.

Давайте в соответствии с планом и предложенной темой попытаемся сконструировать полный письменный ответ.

Важно помнить про объем, слова-связки, которые придадут целостность тексту, следить за своей письменной речью (обращаем внимание на разнообразие структур, грамотность изложения, избегание повторов, правильное написание слов, расстановку знаков препинания).

- *make an introduction (state the problem paraphrasing the given statement)*

These days more and more people are going on sightseeing tours. **Some people find it necessary to read** about historical sites they are going to visit in advance **while others think** they will learn everything they need on the spot.

- *express your personal opinion and give 2–3 reasons for your opinion*

Personally, I think it is a good idea to read about historic sights before seeing them. First of all, it helps people better understand what they see. For example, some objects may be too complicated for understanding or can be in a very poor condition to recognise their historical value without some additional information. **Moreover,** it is much more interesting to see historic places when you learn about them in advance. Only in this way can you truly enjoy what you see and pay attention to some details as you know all the general information.

- *express an opposing opinion and give 1–2 reasons for this opposing opinion*

However, some people claim it is a waste of time to surf the net in search of some information about historical sites beforehand. **They say it is tour guides' work** to tell them everything about these places.

- *explain why you do not agree with the opposing opinion*

Nevertheless, I still stand my ground. Of course, there is a grain of truth in my opponents' point of view **but tour guides are unable to tell us** all the interesting information due to the lack of time. **Also,** some noise can prevent us from hearing clearly.

- *make a conclusion restating your position*

All in all, I firmly believe people should read about historic places they are going to visit in advance. It will help them enjoy their trip to the fullest.

4. Закончив выполнение работы на чистовике, в бланке ответов № 2, еще раз обращаем внимание на связность и убедительность высказываний, лексическую сочетаемость, грамматическую и орфографическую грамотность.

5. Обязательно перечитываем работы и пересчитываем количество слов.

Теперь давайте оценим нашу работу в соответствии с предложенными критериями.

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All in all, I firmly believe people should read about historic places they are going to visit in advance. It will help them enjoy their trip to the fullest.

1. Количество слов в данной работе – 247. Данную работу эксперт проверит полностью.
2. Важнейшим из всех аспектов является **РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ**.

Критерии выделяют **6 аспектов**:

- **Аспект 1.** Вступление – постановка проблемы, перефраз темы (в данной работе автор не повторяет задание в первом абзаце. Он излагает две точки зрения: *за и против предварительного чтения об исторических местах*).
- **Аспект 2.** Мнение автора с 2–3 аргументами (в работе во втором абзаце приводятся два развернутых аргумента. Автор точно и ясно (эксплицитно) излагает свою точку зрения и приводит два аргумента в защиту).
- **Аспект 3.** Противоположная точка зрения с 1–2 аргументами. Автор в работе приводит полный и точный аргумент – мнение других людей в 3 абзаце.
- **Аспект 4.** Объяснения, почему автор не согласен с противоположной точкой зрения (контраргументы). В данной работе в четвертом абзаце есть четкий ответ о несогласии автора с противоположной точкой зрения, которая была изложена выше в третьем абзаце. **ВАЖНО: в четвертом абзаце вы должны привести свои аргументы именно вашего несогласия с точкой зрения, изложенной в третьем абзаце.**
- **Аспект 5.** Заключение с подтверждением позиции автора. Автор четко излагает в последнем абзаце именно свою точку зрения, которую он развернуто представил во втором и четвертом абзацах. **ВАЖНО: в заключение помните, что необходимо четко и ясно представить еще раз (другими словами) свою точку зрения, следуя предложенному плану в конце задания 40.**
- **Аспект 6.** Стилизовое оформление выбрано правильно: соблюдается нейтральный стиль.

ВЫВОД: за решение КОММУНИКАТИВНОЙ ЗАДАЧИ данная работа получает 3 балла из 3 возможных.

При проверке данной работы важно также обратить внимание еще на четыре серьезных **КРИТЕРИЯ**: ОРГАНИЗАЦИЯ ТЕКСТА, ЛЕКСИКА, ГРАММАТИКА, ОРФОГРАФИЯ и ПУНКТУАЦИЯ.

Чтобы получить максимальные баллы по данным критериям, вы должны обратить внимание на следующие аспекты и требования:

ОРГАНИЗАЦИЯ ТЕКСТА – возможно получение 3 максимальных баллов, если в работе соблюдаются следующие аспекты:

1. **Логичность** (автор в данной работе четко и последовательно в соответствии с предложенным к заданию

планом излагает свои аргументы и контраргументы, делает грамотное вступление-проблему, в третьем абзаце четко показывает противоположную точку зрения, делает вывод *restating his/her opinion*).

2. **Деление на абзацы** (в работе 5 абзацев).

3. **Использование средств логической связи** (в работе много средств логической связи – как в начале каждого абзаца, так и внутри абзаца; употребляются в речи грамотно).

За данную работу по критерию **ОРГАНИЗАЦИЯ ТЕКСТА** можно поставить 3 максимальных балла, так как в ней присутствуют все три необходимых аспекта: логичность, деление на абзацы и грамотное использование средств логической связи.

ЛЕКСИКА, ГРАММАТИКА, ОРФОГРАФИЯ и ПУНКТУАЦИЯ оцениваются по отдельности (по 3 балла за лексику и грамматику и 2 балла за орфографию и пунктуацию).

ОБРАТИТЕ ВНИМАНИЕ на:

1. Правильное употребление распространенных лексико-грамматических сочетаний (*e.g. high hopes, to work long hours*), фразовых глаголов, предлогов со знаменательными частями речи, идиоматических выражений.

2. Правильное употребление определенного и неопределенного артиклей.

3. Правильное употребление видов-временных форм глагола.

4. Порядок слов при построении сложных предложений, предложений с эмфазой и инверсией.

5. Орфографические и пунктуационные ошибки.

ВЫВОД: данная работа может максимально быть оценена экспертами в 14 из 14 возможных баллов (3 балла – решение коммуникативной задачи, 3 балла – организация текста, по 3 балла – лексика и грамматика, по 2 балла – орфография и пунктуация).



ECONOMICS

READING

1. Seven sentences in the text are incomplete. Choose from the list a–h the one which fits each gap (1–7). There is one extra letter which you don't need to use.

MILTON FRIEDMAN (1912–2006)

Milton Friedman was a famous American economist who propagated the virtues of the free market.

Milton Friedman was a well-known American economist and professor of statistics at the University of Chicago. He received the Nobel Memorial Prize in Economic Sciences. He made his mark among other economists and scholars and is best known for his theoretical and empirical research work in consumption analysis, monetary history and (1)_____.

Friedman acted as an economic advisor to the U.S. President Ronald Reagan. His political philosophy that propagated the virtues of a free market economic system with minimal intervention by government (2)_____. His works greatly influenced the research agenda. He also served as the leader of the Chicago school of economics under the University of Chicago. Milton Friedman's works include monographs, books, scholarly articles, papers, magazine columns, television programs, videos, and lectures. He wrote on a variety of topics on microeconomics, macroeconomics, economic history, and public policy issues.

Originally a Keynesian supporter of the New Deal, Friedman insisted on (3)_____. He then founded The Friedman Foundation for Educational Choice. The Economist called him "the most influential economist of the second half of the 20th century ... possibly of all of it". He was a prolific writer, who apart from writing books, also (4)_____. His last column was published in The Wall Street Journal a day after his death at the age of ninety-four.

WASSILY LEONTIEF (1906–1999)

Wassily Wassilyevich Leontief was a Russian-American economist renowned for his (5)_____ for which he received the Nobel Memorial Prize in Economic Sciences in the year 1973. His works in general and the input–output theory in particular were instrumental in understanding how the output of a particular sector (6)_____. His studies transcended the bridge that economists tended to keep with raw empirical data during his time. He also put in efforts to make data available for further studies in the future. Another facet of his studies was the use of computers (7)_____.

Apart from a meticulous researcher, he was also a great teacher, training four future Nobel Laureates during his years at Harvard. Towards the end of his career, he moved to New York University, where he continued with his research work until the age of eighty-five, teaching there even after his retirement well into his nineties. He was widely recognized for his work as was evident by his memberships in many eminent societies and institutions. He was a thinker, but believed that theories were no good unless they were backed by facts.

Five-Minute Tests

1 I

Use the word given in capitals to form a word or a proper tense of a verb that fits in the sentence.

ADAM SMITH (1723–1790)

Adam Smith was a Scottish (1)_____ (PHILOSOPHY) and political economist who is (2)_____ (WIDE) considered the father of modern economics and the world's first free-market capitalist, for he explained how – in a free-market economy – rational self-interest led to economic well-being. Undoubtedly one of the (3)_____ (BIG) names in this field, he influenced the likes of Karl Marx, John M. Keynes, and Thomas Malthus. Smith's (4)_____ (CONTRIBUTE) to economics came in the form of his famous works: *The Theory of Moral Sentiments* (1759) and *The Wealth of Nations* (1776); the latter (5)_____ (PUBLISH) as a five-book series.

2 I

Use the word given in capitals to form a word or a proper tense of a verb that fits in the sentence.

DAVID RICARDO (1772–1823)

David Ricardo was a British political economist, who together with James Mill, (1)_____ (FOUND) classical economics. It was Adam Smith's *The Wealth of Nations* that inspired Ricardo to take interest in this subject. He was a (2)_____ (BELIEVE) of monetarism, which was evident from his (3)_____ (ARGUE) that the propensity of the Bank of England to issue excess banknotes was (4)_____ (RESPONSIBILITY) for the prevailing inflation in the country. His biggest contribution to the field of economics was his theory of (5)_____ (COMPARE) advantage.

Five-Minute Tests

3 I

Complete the text using the following words:

motivated related
predicted remembered
argued

KARL MARX (1818–1883)

Though he is more often (1) _____ as a German philosopher and revolutionary sociologist, Karl Marx did a lot for economics as well. He was of the belief that humans were not (2) _____ by grand ideas, but by material concerns (3) _____ to survival. Marx looked at capitalism negatively and in his book *Das Kapital* (4) _____ that the capitalist's profits come from exploiting labor. He (5) _____ the end of capitalism and emergence of communism, where people would own the means of production, and thus, there would be no need to exploit labor for profit.

4 I

Six articles the are missing from the text. Write them in.

What do you think of when you hear word economics? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. Science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about decisions that governments and business managers take. In fact, economists study decisions that we all take every day. They study reasons for our decisions. They look at effects those decisions have on our lives and our society.

By Youdif Boyarskaya,
School No. 814, Moscow



See keys
in additional materials.

- a. is practiced by many governments
- b. influenced another sector of the economy
- c. contributed regularly to various magazines
- d. at a time when most studies relied on theoretical suppositions
- e. free trade and supply-side economics
- f. input–output theory of capital
- g. the government intervention in the economy
- h. theory for demonstrating the complexity of stabilization policy

USE OF ENGLISH

2. Use the word given in capitals to form a word or a proper tense of a verb that fits in the sentence.

LAWRENCE KUDLOW (born 1947)

Lawrence Kudlow is the Director of the National Economic Council in President Trump's administration.

Lawrence Kudlow is a charismatic and articulate American television commentator on (1) _____ (ECONOMY) issues who now (2) _____ (SERVE) the administration of President Trump as Director of the National Economic Council. Kudlow (3) _____ (HAVE) a very long stint in the financial sector following which, he (4) _____ (BECOME) a noted television commentator on CNBC and a popular nationally-syndicated columnist with his articles (5) _____ (APPEAR) in several American newspapers and websites. Kudlow is the (6) _____ (ECONOMY) editor for National Review Online, which he also (7) _____ (WRITE) for and a contributing editor of National Review magazine.

He (8) _____ (FORMALLY) advised President Trump during his 2016 campaign and (9) _____ (PUBLIC) aired his admiration of the president's economic policies. Kudlow (10) _____ (HONOR) with numerous awards and recognitions.

3. Read the text and think of the word which best fits each space. Use only one word in each space.

KEYNESIAN ECONOMICS

Keynesian economics gets (1) _____ name, theories, and principles from British economist John Maynard Keynes (1883–1946), (2) _____ is regarded as the founder of modern macroeconomics. His most famous work, *The General Theory of Employment, Interest and Money*, (3) _____ published in 1936. But its 1930 precursor, *A Treatise on Money*, (4) _____ often regarded as more important to economic thought. Until then economics analyzed only static conditions – essentially doing detailed examination of a snapshot of a rapidly moving process. Keynes, in *Treatise*, created (5) _____ dynamic approach that converted economics (6) _____ a study of the flow of incomes and expenditures. He opened up new vistas (7) _____ economic analysis.

In *The Economic Consequences of the Peace* in 1919, Keynes predicted (8) _____ the crushing conditions the Versailles peace treaty placed on Germany to end World War I would lead to another European war. He remembered the lessons from Versailles and from the Great Depression when he led the British delegation at the 1944 Bretton Woods conference, (9) _____ set down rules to ensure the stability of the international financial system and facilitated the rebuilding of nations devastated (10) _____ World War II.

4. Use the word given in capitals to form a word or a proper tense of a verb that fits in the sentence.

HAPPINESS ECONOMICS

The economics of happiness or happiness economics is the quantitative and (1) _____ (THEORY) study of happiness, positive and negative affect, well-being, quality of life, life (2) _____ (SATISFY) and related concepts, typically combining economics with other fields such as psychology, health and sociology. It typically treats such happiness-related measures, rather than wealth, income or profit, as (3) _____ (SOME) to be maximized.

The field (4)_____ (**GROW**) substantially since the late 20th century, for example by the (5)_____ (**DEVELOP**) of methods, surveys and indices to measure happiness and related concepts. Its findings (6)_____ (**DESCRIBE**) as a challenge to the economics profession.

5. Use the word given in capitals to form a word or a proper tense of a verb that fits in the sentence.

ECONOMICS QUOTES

- Economics is everywhere, and understanding economics can help you make (1)_____ (**GOOD**) decisions and lead a (2)_____ (**HAPPY**) life. *Tyler Cowen*
- Geography has made us neighbors. History has made us friends. Economics has made us partners, and (3)_____ (**NECESSARY**) has made us== allies. Those whom God has so joined together, let no man put asunder. *John F. Kennedy*
- A study of economics usually reveals that the best time (4)_____ (**BUY**) anything is last year. *Marty Allen*
- In the 1940s, economics started getting highly mathematical. It was basically because economists (5)_____ (**NOT TO BE**) smart enough to write down models of real behavior that they started writing down models of highly rational behavior – and they kind of forgot about humans. *Richard Thaler*
- Doing the same thing over and over again and expecting different results when, in fact, the results (6)_____ (**EVER**) change, is one (7)_____ (**DEFINE**) of insanity. That goes for economics, too. *Lawrence Kudlow*
- Economics is a (8)_____ (**CHOOSE**) between alternatives all the time. Those are the trade-offs. *Paul Samuelson*
- All the information in the world has been pretty dispersed, but Google's mission has been to organize it and make it universally (9)_____ (**ACCESS**). *Bill Maris*
- Economists tend to think they are much, much smarter than (10)_____ (**HISTORY**), than everybody. And this is a bit too much because at the end of the day, we don't know very much in economics. *Thomas Piketty*
- Economics professionals, they've been – they've been (11)_____ (**CONFIDENCE**) in various formulas, but economics is not physics. The same formula that works in one decade (12)_____ (**NOT TO WORK**) in the next. Economics is a difficult subject. *Charlie Munger*
- I don't think Brian Cox does *The Wonders of the Solar System* because he believes the world would be a better place if people (13)_____ (**UNDERSTAND**) about the rings of Saturn; I just think he (14)_____ (**FIND**) physics extremely interesting. It brings him joy, and he wants to spread the love. I feel the same about economics. *Tim Harford*

ECONOMICS IDIOMS

6. Match the idioms and their meanings.

- to go public
- to go belly up
- green shoots
- chicken feed
- 800-pound gorilla
- to foot the bill
- ill-gotten gains
- to be broke
- money for jam

- win-win situation
- bull market
- nest money

- the first signs of improvement in an economy
- to pay the bill
- to have no money
- a rising market
- a person or an organisation so powerful that it can act without regards to the rights of others or the law
- a sum of money put aside as a reserve
- to become a public company and sell the company stock to the public
- beneficial to each of the two parties
- a very easy way of earning money
- a very small amount of money
- money obtained in an evil manner or by dishonest means
- to go out of business

7. Complete this text using the following words:

economics **economic (2)**
economists **economy**

So what does (1)_____ do? Mainly, it does three things: it collects data, creates (2)_____ models and formulates theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. (3)_____ models show relationships between these different data. For example, the relationship between the money people earn and unemployment. From this information, (4)_____ try to make theories which explain why the (5)_____ works the way it does.

8. Read the text and think of the word which best fits each space. Use only one word in each space.

A number of different terms (1)_____ often used instead (2)_____ the term “manager”, including “director”, “administrator”, or “president”. The term manager is used more frequently in profit-making organizations, while (3)_____ others are used more widely in government and non-profit organizations (4)_____ as universities, hospitals and social work agencies.

So, who (5)_____ we call a manager? In (6)_____ broad meaning the term “manager” applies to the people (7)_____ are responsible for making and carrying (8)_____ decisions within a certain system. A personnel manager directly supervises people in an organization. A financial manager is (9)_____ person who is responsible for finance. A sales manager is responsible for selling products.

Almost everything a manager does involves decision-making. When a problem exists a manager has (10)_____ make a decision to solve (11)_____. In decision-making (12)_____ is always some uncertainty and risk.

By Youdif Boyarskaya,
School No. 814, Moscow



See keys in additional materials.

HOW GOOD IS YOUR ENGLISH?

CEFR Level A2 Speaking

Task:

Do you like to write stories? Have you ever taken part in a story-telling competition at school?



Do this activity about a story-telling competition with your brother/sister/friend. Give him/her the prompt card 1A and you keep the other prompt card 1B.

There is some information about a story writing competition on card 1A which you do not know. Using the clues given on your card 1B ask your brother/sister/friend questions and find out the information.

1A

Story Writing Competition
Under 16s only

Write a story of 800 words
for Star Magazine

You can win a
new computer game

Last date for stories: 10 June
More information: www.star.com

Story writing competition
competition / for children?
long story?
when competition ends?
more information?
what / win?



Prompts for Speaking Activity:

- Is the
- How should be
- does..
- is prize if
- Where get / What web-site to

After you have spoken ask yourself the following questions:

- Did I use any prompts from my card?
- Did I use the correct question words - 'Wh' questions?
- Did I get the correct information from my brother/sister/friend?

Key to Reading
 1. where 2. so 3. myself 4. in
 5. which/that 6. out/on/at 7. from 8. any

- **Candidate 1A**
- Children below 16 / Yes, it is for children below 16.
- 800 words / The story should be of 800 words.
- 10th June / The competition ends on 10th June.
- A new computer game / You can win a new computer game.
- www.star.com / You will get more information at www.star.com.
- **Candidate 1B**
- Is the competition for children?
- How long should the story be?
- When does the competition end?
- What do we win? / What is the prize if we win?
- Where do we get more information from? / What is the web-site address to get more information?

Speaking Model Answer

CEFR Level B2 Writing

Task:

We hear a lot about protecting the environment, saving trees and decreasing pollution. What are your views on this subject? What do you think should be done to protect our environment? Is the increasing development of cities a problem for the environment?



In 190-200 words, write an article on the topic
Development vs Environment

Prompts for Writing:

You will need a very good title for your article
Some words/phrases you might find useful:

- Pollution and its effects
- Harmful/poisonous gases let out by factories
- Use of fuels which cause pollution
- Deforestation
- Using water, electricity with care
- Creating awareness about the importance of nature.

In the modern world of technological advancement, pollution has become a serious environmental issue affecting the lives on earth. Some of the most important types of pollution are air pollution, water pollution, soil pollution and noise pollution. All types of pollution are undoubtedly affecting the whole environment and ecosystem, thus the quality of life. Our naturally beautiful environment on the earth is deteriorating day by day because of our habits.

The main reason for air pollution is the heavy emission of harmful and poisonous gases which arise from the increasing number of vehicles, factories and open burning. In the race for a better life, everyone wants to have excellent resources for their easy daily routine but none of us think even a little about our natural surroundings. Public transportation contributes to air pollution on a daily basis. Toxic carbon gases pollute the air, reducing the oxygen level in the environment.

Manufacturing factories are also great contributors to air pollution by meeting the growing demand of people. During the manufacturing process, factories release toxic gases, heat and energy into the environment. Other practices like open burning of household garbage are also worsening the air quality. Air pollution causes respiratory disorders, including lung cancer among human beings and animals.

Water pollution is also a big issue directly affecting marine life as they depend only on the nutrients found in the water for their survival. Gradual disappearance of the marine life would really affect the livelihood of human beings and animals. The reason for water contamination is harmful waste from factories, industries, sewage systems, farms, etc which are directly dumped into the main sources of water i.e. rivers, lakes and oceans. Drinking contaminated water causes serious health disorders to us.

While all of us talk about pollution and its effects on environment, it requires a joint effort from everyone to reduce it, so that we can have a healthy environment.

Are we developing with our environment?

Suggestion for Writing:



Cambridge Assessment
English

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CAMBRIDGE ENGLISH

CEFR Level C1 Writing

**Task:**

The civic authority in your area is about to demolish an old library building in your neighborhood. They have issued a notice regarding this in the local newspaper.

Write a proposal to the Municipal Commissioner explaining the importance of this building and why it shouldn't be demolished.

When you write your proposal:

- explain why you think the building should be preserved
- suggest what could be done to modernise it
- mention how the building could benefit the local people

Prompts for Writing:

Some phrases that might be useful when you write the proposal:

- I am writing to you in response to ...
- Being one of the oldest buildings in the area ...
- The library is located in the middle of the town, so it is accessible ...
- It has the largest collection of books ranging from ... to ...

CEFR Level B2 Reading

Task: A long time ago, shoes in Europe were always red. Thankfully, things have changed. Imagine everyone in town walking around wearing only red shoes! Imagine the members of your family wearing only red shoes!

For questions 1–4, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 a. report b. describe c. inform d. tell

Answer: **A**

Archaeologist (0) *report* that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (1) to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had be (2) with grasses, either for warmth or to make sure it kept its shape. The shoe is relatively small but we can't say for (3) whether it was worn by a man or a woman, says Dr Ron Pinhasi, an archaeologist on the research (4) We thought at first that it was about 600–700 years old because it was in such good shape.

To sum up, I request you to consider my proposal and the benefits of repairing the library building as opposed to demolishing it altogether.

Conclusion:

equipped and appealing to more people. and library memberships. This will make the library well sponsor some computers to maintain a record of the books renovation of this building. The NGO has also agreed to Friends', have agreed to raise money to support the association of Park Street, along with the NGO 'Books for dilapidated, it isn't beyond repair. The residents' While one can't deny that the building structure is

Improvements:

literary heritage. Demolishing this building will destroy the country's rich collection of books in about 8 different languages. biggest library in the country, but it also has the largest accessible to everyone very easily. Not only is this the The building is located right in the middle of the town, so it is

Benefits for the community:

reminds us of our glorious past. build a library for the benefit of others. The library building were not allowed to study, came together and decided to pre-independence period when a group of young men who a lot of historical importance. This building dates back to the Being one of the oldest buildings in this area, this library has

Historical interests:

I am making this proposal to you in response to the recent article about the demolition of 'G.T. Library' in Park Street.

Introduction:

To: The Municipal Commissioner,
Human Welfare Department,
Civic Council

Suggestion for Writing:

Key to Reading: 5. C 6. A 7. D 8. C



CAMBRIDGE ENGLISH

CEFR Level C1 Reading

Task:

George Bernard Shaw once said "Those who cannot change their mind cannot change anything". What do you think he meant by this?

Change is not easy to accomplish and is very difficult to manage. Let's read the text below about 'Managing Change' in a successful way!



For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example: 0

T

O

Managing Change

Most people find change unsettling and difficult to adapt (0) Many societies have experienced (1) rapid change in the early years of the 21st century that life can feel very daunting (2) times. Various commentators have (3) forward suggestions for coping with change on a personal level.

One suggestion involves thinking of three solutions to a problem, rather (4) two. Apparently, many people faced (5) change respond by considering two possible courses of action, but invariably tend to reject both of these. However, thinking instead of three potential solutions is a strategy which, according to research, provides a reliable way of finding a solution to the initial problem.

Another strategy advocates learning to avoid set patterns of routine behaviour. Something simple, (6) taking another route to work at (7) once a week, is seen as encouraging confidence in the face of uncertainty. (8) the simplicity of these ideas, they nevertheless help prepare people mentally to manage major change if necessary.

Tips of the day:

- When filling the gaps in a text, read the immediate phrase or sentence next to the gap. Some gaps are filled referring to these phrases and sentences.
- After you have filled one gap, it's a good idea to read the sentence again to check that the sentence is meaningful.

Key to Reading

1. such	3. put	5. with/by	6. like	8. Despite
2. at	4. than			

CEFR Level B1 Speaking

Task:

When was the last time you gave someone a present? Was it for a birthday or a special occasion? Was it as a thank you for someone who did something nice for you?



In the activity below, a boy is leaving school because his parents are going to work in another country. The students in his class want to give him a present. Talk with your friend about the different presents his classmates could give him and decide which would be best.



Useful language for speaking

A) Vocabulary

Football, suitcase, photo-frame, music CDs, book,
cup-cakes, soft drinks/milk shakes/snacks

B) Phrases/Sentence structure

- So what do you think?
- I think I prefer....
- is a great idea
- That's a good point!

After you have spoken, ask yourself the following questions:

- Did I use any key words/phrases from the useful language section?
- Did I give reasons for agreeing or disagreeing?
- Did I give my partner an opportunity to speak?

Suggestions for Speaking

- | | |
|----|---|
| A: | Yes, I agree with you. |
| B: | I agree, I don't think giving him cakes and soft drinks is a good idea as they will soon be gone. |
| A: | Yes that's true. |
| B: | What about giving him a suitcase? It will be useful .. |
| A: | That's a good point. I also think a photo frame is a good idea. |
| B: | Yes, he can keep his class picture as a memory and can remember their faces. |
| A: | Ok. But I really think these music CDs will be a great idea because if he loves to listen to music, every time he listens, it will remind him of the wonderful moments he had with his friends. |
| B: | Yes, that's an excellent idea. So do we agree that the music CD will be the best thing to give him? |
| A: | Yes, I agree with you. |

BEAKS, WINGS AND FEET

The Interdisciplinary Approach to Language Teaching

These days, the interdisciplinary study, or CLIL (Content and Language Integrated Learning), seems to grow in popularity with both language teachers and learners. One of the reasons for such success, I believe, is that this approach allows students to apply the knowledge and skills they have gained in other subjects and, as a result, to deepen their understanding of the world.

As my practice suggests, to succeed in implementing the CLIL approach in any educational institution, it is crucial to provide opportunities for collaboration among teachers, which, unfortunately, may be hard to achieve, especially in secondary schools. Firstly, teachers in secondary schools usually have full-time work loads, so they would be overburdened to take on CLIL projects. Secondly, teachers always have lots of paperwork such as reports and lesson plans. Moreover, most teachers are quite often reluctant to start new CLIL projects together with their colleagues, as the collaborative culture at their institution may not be developed.

I was lucky to experience genuine professional collaboration and teamwork within an educational project, the Kids Academy of Sciences QAWRA, run by Natalia Lapkina. The project is aimed at preschoolers (4-6-year-old kids) and primary school children (7-10 years old). The team involved teachers of different subjects.

The main objectives of Natalia's project are to develop and extend the students' knowledge about the world, and to teach them to think "outside the box", as well as to apply their skills in different areas of life. That's why some lessons were conducted not only in classes but also in museums. For example, the children visited a bird exhibition in the State Biology Museum named after K.A. Timiryazev, and I had to design original materials for that lesson.

Prior to the lesson, I had talked to the children's Biology teacher, who worked with us on the project, in order to find out what the students already knew and what information I could use for the lesson.

The lesson preparation stages and the materials I used are the following:

Stage 1: Choosing Usborne Complete First Book of Nature as the source for self-developed worksheets. Also I was going to read some extracts from the book with children in the museum.

Stage 2: Planning the materials following the Biology teacher's suggestions. I divided the main topic, Birds, according to the subject teacher's lesson plan into 4 subtopics such as Beaks, Wings, Feet and the Survey report. Each subtopic included different tasks and activities about the parts of a bird's body. My aims were to encourage the children to revise the information they had learnt in the Biology lesson, teach them some new vocabulary and grammar in English, and to enrich their knowledge about birds (for example, children learned 8 common bird names, types of feathers and other trivial facts).

Stage 3: Materials design. The learning process should always develop from simple ideas to complex ones. That is why the worksheets for the lesson were designed so that the students were gradually exposed to the information about a bird's body: from beaks to feet.

It goes without saying that the atmosphere of the exhibition itself facilitated the learning process. The children enthusiastically walked around the hall in order to find the information they needed to do the activities in their worksheets and to complete the main task – the survey report. The children liked their Bird Journal a lot.

Summing it all up, I can say that the successful collaboration with the Biology teacher allowed me to create some relevant materials for the lesson which helped to deepen my students' knowledge of both the English language and the subject matter.

I'm absolutely convinced that even working as a freelancer you can do the same, as even in your regular coursebooks you can encounter CLIL elements. For example, *Family and Friends* coursebook includes unit 10, Zoo. It is always possible to develop the topic further and visit a real zoo or an online zoo.

Do not hesitate to design your own worksheets based on your coursebook, online resources, such as Pinterest, and various picture encyclopedias for young learners.

Galina Vishnyakova,
English studio "English World for Kids",
Moscow
(instagram@e_w4kids)

BEAKS

1. Match beaks and birds



2. Beaks and tools

Birds have no teeth. They swallow food whole.

A bird like an eagle uses its hooked beak to tear up food.

A duck uses its beak as a strainer.

It collects tiny plants and animals from the top of the water.

A pelican uses its beak to scoop fish from the water.



hook beak



probe beak



pouched beak



strainer beak



cracker beak



a strainer



a nutcracker



a straw



a net



a hook

3. Which eater is it?

owl

seed-eater

eagle

sparrow

meat-eater

blue tit

pelican

fish-eater

stork

magpie

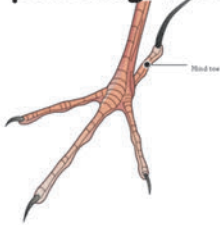
insect-eater

blackbird

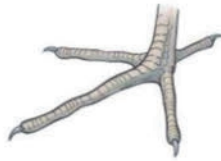
LEGS and FEET

1. Match feet and birds

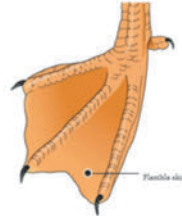
perching feet



wading feet



webbed feet



gripping feet



2. Read and write YES\NO

Birds walk on their toes. They can run or hop along the ground.

Some birds rest on the ground.



This bird rests on branches. When it bends its legs, its toes lock on to the branch.



Birds often stand on one leg. They tuck the other leg under their feathers to keep it warm.



1. Birds can rest on the ground_____.

2. Birds can rest in the sky._____

3. Birds can rest on branches._____

4. Birds can't sit on branches._____

5. Birds can stand on one leg._____

3. Find and circle

beak floe leg tre feet swi wings gre tail wond feathers

ПРАКТИКА УСТНОЙ РЕЧИ

Дополнительные задания для УМК “Starlight 4”

TEACHER'S NOTES

ACTIVITY 13

“In Town”

Цель: развитие навыков говорения по теме In Town.

Как выполнять:

Расскажите учащимся, что сейчас они будут выполнять задание в игровой форме на закрепление лексических единиц по теме *In Town*. Каждый учащийся получит по одной карточке. Ученикам будет дано время для того, чтобы рассмотреть карточку и убедиться в том, что они знают все слова на карточке. Обратите внимание учеников на то, что им не следует подписывать слова на карточке, иначе игра потеряет смысл. Пр продемонструйте пример карточки и объясните, что когда учащиеся слышат слова, обозначающие места, изображенные на карточке, они их должны перечеркнуть. Обратите внимание учеников на то, что слова вы будете читать, делая небольшую паузу.

Объясните ученикам, что когда кто-то из них вычеркнет все места на карточке, он/она должен(а) выкрикнуть *Bingo!* Первый учащийся, который выкрикнет *Bingo!*, является победителем.

Раздайте карточки ученикам.

В течение 1 минуты учащиеся просматривают картинки.

Затем учитель читает по порядку слова: *cinema, bank, butcher's, baker's, greengrocer's, police station, sweets shop, restaurant, bus stop, town, supermarket, post office, hotel*.

Если Вы хотите сыграть заново, перемешайте все карточки и называйте слова в другом порядке.

ACTIVITY 14

“Wh-Questions. Present Simple”

Цель: развитие навыков разговорной речи с использованием специальных вопросов и времени *Present Simple*.

Как выполнять:

Разделите учеников на пары. Объясните, что сейчас они будут выполнять задание на говорение в парах. Каждый из учеников получит по одной карточке. Обратите внимание учащихся, что они не должны видеть карточки друг друга.

Пр продемонструйте пример карточки учащимся.

Попросите учеников посмотреть на персонажей, изображенных на карточках, и задайте им вопросы:

Where are these people from?

Where do they work? (in a shop, in a hospital, in an office)

Раздайте учащимся карточки и расскажите, что муж и жена в этих парах работают вместе, а значит, и повседневные дела у них одни и те же.

Задача данного упражнения в том, чтобы учащиеся задали друг другу вопросы и заполнили карточки.

Приведите пример с одним из учащихся:

Student A: What time do Mark and Tina wake up?

Student B: At 7 o'clock.

Student A: What time do they finish their work?

Student B: At 4.45.

Определите время выполнения задания: 10 минут.

Учащиеся начинают в парах задавать друг другу вопросы для того, чтобы заполнить карточки. Начинает тот, у которого карточка Student A.

Если группа является слабой, проверьте правильность составления вопросов и попросите учащихся написать их на карточке перед тем, как они начнут составлять диалоги.

После того, как учащиеся заполняют карточки, предложите им сравнить вписанные ответы в парах.

ACTIVITY 15

“Present Simple”

Цель: развитие навыков говорения с использованием грамматического времени *Present Simple* (общие вопросы).

Как выполнять:

Разделите учащихся на 2 группы. Объясните ученикам, что сейчас они будут выполнять задание на говорение с использованием времени *Present Simple*. Каждый из учеников получит по одной карточке. Карточки нельзя показывать учащимся из другой группы, иначе задание потеряет смысл. Объясните учащимся, что задание состоит из нескольких пунктов, и начать стоит с того, что в карточке нужно выбрать верное слово в каждом выражении (пр продемонструйте пример карточки и одного из выражений). Обратите внимание учеников на то, что они могут проверить правильность выполнения задания друг с другом, выбрав партнера из своей группы.

Скажите учащимся, что вы будете контролировать данный этап задания и помогать ученикам при возникновении вопросов.

Раздайте учащимся карточки и определите время выполнения: 2 минуты.

Расскажите учащимся про второй этап работы, который состоит в том, чтобы составить вопросы из выражений из карточки. Приведите пример на доске:

Do you get dressed at half past seven?

Обратите внимание учеников на то, что на карточке также есть образец составления вопросов.

Далее учащиеся продолжают работать самостоятельно (или с партнером из своей группы) и начинают составлять вопросы.

Определите время работы: 5 минут.

После того, как учащиеся подготовят вопросы, расскажите им про следующий этап выполнения задания. Объясните учащимся, что их задача – найти человека, который ответит на все вопросы *yes*, и записать его/ее имя в таблицу. Для этого им нужно двигаться по классу, задавая друг другу вопросы (если такой возможности нет, ученики могут опросить как можно больше сидящих рядом ребят).

Учащиеся начинают двигаться по классу,

После того, как задание будет выполнено, учащиеся рассказывают классу по примеру о тех людях, имена которых они записали в таблицу.

HANDOUTS

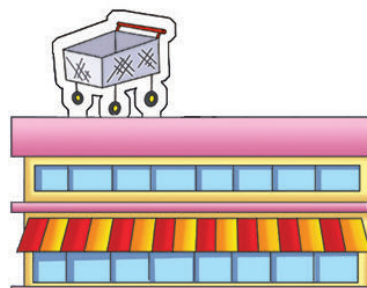
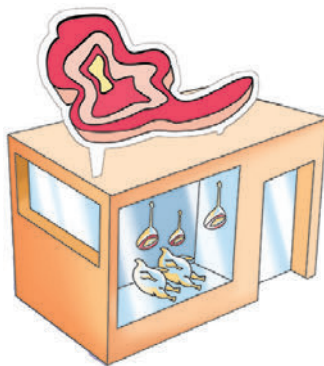
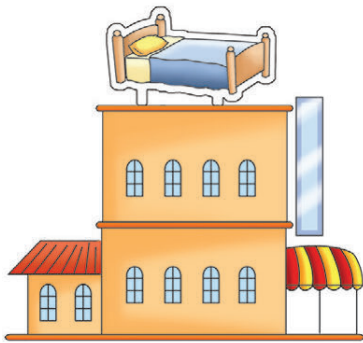
ACTIVITY 13. “In Town”

STUDENT B



ACTIVITY 13. “In Town”

STUDENT B



ACTIVITY 14. “Wh-Questions. Present Simple”

STUDENT A

	What time / wake up?	When / take a shower?	What time / finish work?	Where / go at 5'clock?	When / have dinner?	What time / go to bed?
 Marc and Tina, Italy		At 7.30		Go home	At 8 o'clock in the evening	
 Alex and Emma, Poland	At 7.30		At 5 o'clock		At 7.30	At 10.30
 Paul and Alicia, Spain	At 8 o'clock			Go for a walk with friends		At 12 o'clock

ACTIVITY 14. “Wh-Questions. Present Simple”

STUDENT B

	What time / wake up?	When / take a shower?	What time / finish work?	Where / go at 5'clock?	When / have dinner?	What time / go to bed?
 Marc and Tina, Italy	At 7 o'clock		At 4.45			At 11 o'clock
 Alex and Emma, Poland		After break- fast		Go to the gym		
 Paul and Alicia, Spain		At 8.15	At 4.30		At 7 o'clock in the evening	

ACTIVITY 15. “Present Simple”

STUDENT A

a) Work on your own. Choose the correct words in the phrases.

	NAME	NAME
1. Get dressed <i>at/on</i> half past seven.		
2. Go shopping <i>on/at</i> Sunday.		
3. Study <i>every/after</i> day.		
4. Go to the gym <i>on/with</i> parents.		
5. Visit grandparents <i>in/every</i> Saturday.		

b) Make questions with your phrases 1-5 in a).

Do you get dressed at half past seven?

c) Ask the other students in the class your questions. Find two people who answer “yes” to each question. Write their names in the table.

d) Tell the class about the people in your table.

Marco and Bob both get dressed at half past seven.

ACTIVITY 15. “Present Simple”

STUDENT B

a) Work on your own. Choose the correct words in the phrases.

	NAME	NAME
1. Phone your friends <i>at/every</i> day.		
2. Go to concerts <i>in/at</i> the weekends.		
3. Get up <i>at/on</i> seven o'clock in the morning.		
4. Watch TV <i>every/in</i> the evening.		
5. Go to bed at half <i>past/to</i> nine.		

b) Make questions with your phrases 1-5 in a).

Do you phone your friends every day?

c) Ask the other students in the class your questions. Find two people who answer “yes” to each question. Write their names in the table.

d) Tell the class about the people in your table.

Tim and John both phone their friends every day.

By Olga Krylova, Gymnasium No. 1514, Moscow

to be continued



EUGENE ONEGIN REFLECTED IN TRANSLATION

A Set of Teaching Materials Aimed at Developing Cultural Awareness

TEACHER'S NOTES

Level: Upper-Intermediate

Age: 14+

This material was initially designed for the use in grades 8-11 specializing in literature and culture studies. (See the beginning in issue 9-10/2018.)

STAGE 3 ADJECTIVES IN LITERARY TEXTS

Aim: to focus students' attention on the role of adjectives in poetic texts.

Procedure:

Ask students to work in the same pairs. Distribute Handout 4 and ask them to do tasks 1-2 together. Allow 5 minutes for the task. When the time is over, check the answers with the whole class.

SUGGESTED ANSWERS:

Task 1.

The sky.	<u>The dark night sky.</u>
Her face showed sadness.	<u>Her pale face showed sadness.</u>
The dog barked.	<u>The enormous black dog barked.</u>
My eyes lit up.	<u>My piercing blue eyes lit up.</u>

Task 2.

a) Adjectives are a part of speech. They are words that describe a noun (person, place, or thing).

b) How do adjectives influence the text?

Using adjectives gives the reader a clearer picture of what the author is trying to say.

Adding adjectives will greatly improve the sentence.

Using them properly will help readers have a better picture in their minds.

Adjectives are picture words that provide better perception as to the quality of the noun or pronoun. These word forms are most essential in that they add beauty to the written words.

ADJECTIVES IN TRANSLATION

Aim: to focus students' attention on the multifaceted nature of adjectives.

Procedure:

Explain to the students that now they will focus their attention on the role and use of adjectives in translation. Tell them that you have a list of adjectives from the poem. Ask the students to work in pairs and guess the number of times each adjective is used in the text. Allow 1-2 minutes. When the time is over, show the answer on PPT. Ask the students why, in their opinion, certain adjectives are used more frequently than other.

SUGGESTED ANSWERS:

Золотой	8
Пестрый	4
Бледный	5
Черный	4
Красный	8
Голубой	3
Зеленый	2
Белый	2
Розовый	2

STAGE 4 VOCABULARY WORK

Aim: to develop vocabulary knowledge; to raise students' awareness of the importance of context in interpreting the meaning of a given lexical item.

Procedure:

Explain to the students that they are going to work in pairs. Distribute Handout 5 and ask students to do Task 1, where they need to think of the appropriate translation to the underlined words from Russian into English. Allow 5 minutes. When the time is over, distribute Task 2 from Handout 5 and ask students to compare their translation with the professional one. Allow 5 minutes. When the time is over, discuss the answers to questions from Task 2 Handout 5 with the whole class.

HANDOUTS

HANDOUT 4

Task 1. In pairs study the following sentences. Discuss with your partner what you can add to the sentences to make them sound more interesting.

- The sky.

- Her face showed sadness.

- The dog barked.

- My eyes lit up.

Task 2.

a) Work in pairs. Give the definition to the word *adjective*.

b) In writing, explain how adjectives influence perception of the text.

Task 3. Work with a partner. Look at the following list of adjectives and guess which of them are most frequently used in *Eugene Onegin*. Why do you think so?

Золотой	
Пестрый	
Бледный	
Черный	
Красный	
Голубой	
Зеленый	
Белый	
Розовый	

Check your answers. Were your predictions correct?

HANDOUT 5

Task 1. Work with a partner. How will you translate the underlined words from Russian into English?

- 1) Пред ним roast-beef окровавленный,
И трюфли, роскошь юных лет,
Французской кухни лучший цвет,
И Стразбурга пирог нетленный
Меж сыром лимбургским живым
И ананасом золотым.
*(«Евгений Онегин»,
Глава 5, II)*

- 2) Ночей Италии златой
Я негой наслажусь на воле...
*(«Евгений Онегин»,
Глава 1, XLIX)*

- 3) Он из Германии туманной
Привез учености плоды:
Вольнолюбивые мечты,
Дух пылкий и довольно странный,
Всегда восторженную речь
И кудри черные до плеч.
*(«Евгений Онегин»,
Глава 2, VI)*

- 4) Точь-в-точь в Вандиковой Мадоне:
Кругла, красна лицом она...
*(«Евгений Онегин»,
Глава 3, V)*

- 5) И нечувствительно он ей
Предался, красных летних дней
В беспечной неге не считая,

Забыв и город, и друзей,
И скуку праздничных затей.

*(«Евгений Онегин»,
Глава 3, XXXVIII, XXXIX)*

Task 2. Compare your translation with the professional one. What is the difference between these translations? What affects the translator's choice of words, in your opinion?

- 1) A bloody roastbeef's on the table,
And truffles, youth's delight so keen,
The very flower of French cuisine,
And Strasbourg pie, that deathless fable;
While next to Limburg's lively mould
Sits ananas in splendid gold.
- 2) On soft Italian nights I'll go
In search of pleasure's sweet profusion.
- 3) From misty Germany our squire
Had carried back the fruits of art:
A freedom-loving, noble heart,
A spirit strange but full of fire,
An always bold, impassioned speech,
And raven locks of shoulder reach.
- 4) As in some dull, Van Dyck madonna;
So round and fair of face is she...
- 5) Fair summer's days and careless treasures,
Unmindful too of town or friends
And their dull means to festive ends.

*By Ekaterina Loseva,
Gymnasium No. 1514, Moscow*

to be continued

THE TIME TO RHYME

КОРОЛЬ КОНДИТЕРОВ

Кто не знает Бадди Валастро? Король кондитеров, вызывающий уважение и восхищение всех, кто хоть однажды увидел его за работой.

С Бадди работает большая команда **team** [ti:m] профессионалов, в том числе все члены его семьи. Создавая торт, Бадди каждый раз воплощает мечту **dream** [dri:m] своего очередного клиента. Поэтому неудивительно, что клиенты довольны и радостно вопят **scream** [skri:m] от восторга при виде кулинарных шедевров Бадди. Сегодня, например, он делает торт для общества рыбаков. И этот торт выглядит как самая настоящая огромная рыба! То ли лещ **bream** [bri:m], то ли карп. А завтра он делает уже совершенно другой торт по заказу солидного научного общества **academe** [ˈækədi:m]. Темы и сюжеты **theme** [θi:m] создаваемых им тортов неисчерпаемы!

В своей телепередаче Бадди приоткрывает нам некоторые секреты своего мастерства. Как покрыть торт помадой так, чтобы не было видно соединяющих ее пласты швов **seam** [si:m]? Как придать блеск **gleam** [gli:m] поверхности торта? Как выбрать режим **regime** [reiˈzi:m] работы духовки? Бадди знает ответы на все подобные вопросы, ведь в кондитерском деле нет мелочей.

Когда мы видим на экране, как работают Бадди и его команда, кажется **seem** [si:m], что делать такие торты легко и просто. На самом деле это огромная работа. Особенно впечатляют огромные торты сложной конструкции. Для них предварительно разрабатывается схема **scheme** [ski:m] и выпиливаются основы из фанеры, и только потом, учитывая пожелания клиентов, готовят бисквиты и крем **cream** [kri:m].

Торты с кремом из масла, сметаны **sour cream** [sauə kri:m] или взбитых сливок **whipped cream** [wipt ˈkri:m] не редкость, а вот торт с мороженым **ice-cream** [aɪsˈkri:m] – это исключительный **extreme** [ɪksˈtri:m] торт. В кондитерской Бадди пекут и такой! А некоторые торты Бадди поражают невероятными спецэффектами. Они выпускают струйки **stream** [stri:m] пара **steam** [sti:m] и дымятся, стреляют и испускают световые лучи **beam** [bi:m], извергают языки пламени и двигаются в любых направлениях. Это невероятно!



В том, что торты и пирожные Бадди невероятно вкусны, сомневаться не приходится. В кондитерской постоянно кишит **teem** [ti:m] множество народу, от клиентов нет отбоя. Наверное, это и есть наивысшее **supreme** [sjuːˈpri:m] предназначение каждого человека – найти свое призвание и, последовав ему, приносить людям радость. Спасибо тебе, Бадди! Ждем твоих новых кулинарных шедевров!

academe [ˈækədi:m]	академия, научное общество
beam [bi:m]	луч
bream [bri:m]	лещ
cream [kri:m]	крем, сливки
dream [dri:m]	сон, мечта
extreme [ɪksˈtri:m]	крайний, экстремальный; исключительный, особенный
gleam [gli:m]	блеск, мерцать
ice-cream [aɪsˈkri:m]	мороженое
regime [reiˈzi:m]	режим, власть
scheme [ski:m]	схема, план
scream [skri:m]	кричать, вопить
seam [si:m]	шов
seem [si:m]	казаться
sour cream [sauə kri:m]	сметана
steam [sti:m]	пар, паровой
stream [stri:m]	поток, струя
supreme [sjuːˈpri:m]	Всевышний, наивысший
team [ti:m]	команда
teem [ti:m]	кишеть
theme [θi:m]	тема, сюжет
whipped cream [wipt ˈkri:m]	взбитые сливки

РЕСТОРАН НА ОСТРОВЕ КРИТ

Однажды мы с моим другом Питом **Pete** приехали на греческий остров Крит **Crete** [kri:t]. Такой это оказался чудесный остров, что нам совсем не хотелось оттуда уезжать. Зеленые склоны с блеющими **bleat** [bli:t] овечками, море, красивые домики и приветливые местные жители – нам тут все очень понравилось. И тогда у нас возник конкретный **concrete** [ˈkɒnkri:t] план.

Мы облюбовали свободное место на одной из уютных улочек **street** [stri:t] острова. Там мы задумали построить и открыть наш собственный ресторанчик. Идея была безумная, но мы обладали изрядным самонадеянием **conceit** [kənˈsi:t], чтобы не побояться конкурировать **compete** [kəmˈpi:t] с местными ресторанами.

Сколько нам всего пришлось преодолеть! То нас обманули **cheat** [tʃi:t] **deceit** [diˈsi:t], то мы расписку **receipt** [riˈsi:t] потеряли, то вместо бетона **concrete** [ˈkɒnkri:t] привезли торф **peat** [pi:t], то сильная жара **heat** [hi:t] рушила все наши планы, то мой друг повредил обе ступни



feet [fi:t] и их пришлось лечить **treat** [tri:t]. Чего только не случилось с нами за последние месяцы! Когда обстоятельства складывались против нас, мы повторяли **repeat** [ri'pi:t] друг другу: “Мы справимся! Отступить **retreat** [ri'tri:t] мы не намерены!” И мы бились, можно сказать, до победного конца, не допуская мысли о возможном поражении **defeat** [di'fi:t].

И вот все сложности остались позади, подготовка ресторана к открытию завершена **complete** [kəm'pli:t], и уже завтра мы готовы встретить **meet** [mi:t] в нем наших первых посетителей. Я гордо хожу между рядами новеньких столов, пересчитываю посадочные места **seat** [si:t] и расправляю складки **pleat** [pli:t] на скатертях. Кстати, эти скатерти мы заказывали специально. Нам было важно, чтобы скатерти выглядели дорого, а не так, будто их нарезали из дешевых простыней **sheet** [ʃi:t].

Вообще наш ресторанчик очень опрятный **neat** [ni:t] и милый. Оформление ресторана знакомит посетителей с историей Древнего Рима. Изображения известного римского полководца, его подвигов **feat** [fi:t], его свиты **suite** [swi:t] и флотилии **fleet** [fli:t] украшают все стены нашего ресторанчика. Тема Древнего Рима выбрана не случайно, ведь захвативших остров Крит римлян никто не пытался свергнуть **unseat** [ʌn'si:t]. Наоборот, с их появлением на острове начался длительный период мира и процветания, а было это две тысячи лет назад.

Порадует гостей и разнообразное меню. Множество сортов мяса **meat** [mi:t], всевозможные сладости **sweet** [swi:t] домашнего приготовления, блюда из так редко встречающейся в Европе свеклы **beet** [bi:t] и, конечно, моя любимая гречка **buckwheat** ['bʌkwɪ:t]. Даже хлеб выпекается прямо в нашем ресторане. Его делают из высококачественных сортов пшеницы **wheat** [wi:t].

Меню составлено так, что поесть **eat** [i:t] в нашем ресторане смогут и люди со скромными возможностями, и элита **elite** [ei'li:t] нашего города. У меня самого слюна выделяется **excrete** [eks'kri:t] **secrete** [si'kri:t] только при виде нашего меню! Вот только мороженое пришлось пока из меню удалить **delete** [di'li:t] – никак не привезут нам для него отдельный морозильник.

Я уже представляю, что вот-вот наступит завтра, и двери нашего ресторанчика распахнутся для первых посетителей. Приходите обязательно к открытию! Мы будем рады приветствовать **greet** [gri:t] вас в нашем ресторанчике и обязательно угостим **treat** [tri:t] нашими самыми вкусными блюдами.

beet [bi:t]	свекла
bleat [bli:t]	блеять
buckwheat ['bʌkwɪ:t]	гречка
cheat [tʃi:t]	обман
compete [kəm'pi:t]	конкурировать
complete [kəm'pli:t]	полный, завершать
conceit [kən'si:t]	самомнение
concrete ['kɒnkri:t]	конкретный, бетон
Crete [kri:t]	Крит
deceit [di'si:t]	обман
defeat [di'fi:t]	побеждать, поражение
delete [di'li:t]	удалять
eat [i:t]	есть, съедать
elite [ei'li:t]	элита
excrete [eks'kri:t]	выделять, выводить
feat [fi:t]	подвиг
feet [fi:t]	ступни
fleet [fli:t]	флот
greet [gri:t]	приветствовать
heat [hi:t]	жар, жара
meat [mi:t]	мясо
meet [mi:t]	встречаться
neat [ni:t]	аккуратный, опрятный
peat [pi:t]	торф
Pete [pi:t]	Питер
pleat [pli:t]	складка
receipt [ri'si:t]	расписка
repeat [ri'pi:t]	повторять
retreat [ri'tri:t]	отступать
seat [si:t]	место
secrete [si'kri:t]	выделять, выделение
sheet [ʃi:t]	простыня
street [stri:t]	улица
suite [swi:t]	свита
sweet [swi:t]	конфета, сладкий
treat [tri:t]	лечить
treat [tri:t]	обращаться, угощать
unseat [ʌn'si:t]	свергать
wheat [wi:t]	пшеница

Ксения Зайцева



Рассказ из книги
“Запоминаем английские слова.
Новый подход”,
издательство АСТ, Lingua

LOST IN TRANSLATION: Richard Navarro and His Songs

Nowadays almost every person is deeply interested in music, and here in Russia foreign artists are even more popular than our native ones. With the help of the Internet and social media we are always able to find translations of our favourite songs, sometimes even the same day that they were released. However, translating a song is not as easy as it may seem.

Our goal was to translate the song *Seabirds* by Richard Navarro. We've chosen this song because Richard Navarro is not that popular, but his work is truly beautiful, and we would like to bring more attention to it. Here's the full text of the song in English:

*Like a fish inside a bowl
Trading glances bubble and roll
I am here and you are there.
There's nothing for it, but to stare
And there are no rules to say which train to catch tonight
No one to say if we should stay or go.
There are no rules to say telephone tonight
And ask me how my English garden grows.
You know the halogen sunrise it really kills your sleep,
And plastic goalposts haunt the luminous deep
They keep the air there running low.
We're like two goldfish in two bowls.
You know,
We could be seabirds, crazy seabirds,
We'll leave the lights of the exchange as across the sky we range.
We could be seabirds, big white crazy seabirds
We could fly, we could be free.
And there are no rules to tell the wind which way to blow
As zeppelins and dandelions and albatrosses know.
So let's spread wide our wings and far we'll fly
And we'll never look below.
Let's be seabirds
Beyond the bracken and the spray we are spiralling away
Let's be seabirds, we could be free.*

We chose this song because it's very light, very catchy and melodic. It expresses the desire to be free, almost like a bird, and leave all the problems behind. Not only does the author want freedom, he also takes someone else with him and hopes that they will never look below, down on their problems and boring routine. This topic is not common in modern music, that's why it's interesting.

Translating this song came as a very smart and also a very challenging idea, because we were able to talk to the musician himself and ask him a few questions about his life and his songwriting experience. It helped us to understand his motives better.

Richard was born in the 1980s in Bedford. Neither of his parents were songwriters, but his mother was a choral singer. Richard wrote to us: "I probably started writing songs because of my love for music and my need for writing down my thoughts! I also love the adrenaline of performing, so being a singer and songwriter was I suppose the best way to

bring all these things together. I also have an interest in the therapeutic benefits of songwriting – in particular the use of songwriting to help those suffering psychological trauma – which I want to explore more in the future."

Knowing that we can always ask the author, you may think that translating this song was easy. Actually, metaphors were the hardest part. All lyrics are written as poems, however, Russian and English literary languages are very different. We are not used to some phrases, idioms or sayings. Every literary language has a poetic, rhythmic aspect that stands apart from everyday language to create the effect of something special, inspiring and elegant.

For example, how would you translate "halogen sunrise" into Russian? It's possible for sure, but will it sound poetic and have the same lyrical feeling to it? Or, while translating the verse "There are no rules to say telephone tonight, and ask me how my English garden grows", can you imagine two Russian people having such a conversation on the phone asking each other about their "English gardens" out of boredom? Every metaphor, every phrase in an English (or just foreign) song has to be adapted, in our case to the Russian way of life, thinking and, in some cases, even to the country's culture.

You need to be really creative to make the translation sound as beautiful as it does in the original English. Also, literal and philosophical knowledge is obviously required. Despite all this, we managed to do the translation. Here are our options:

*Like a fish inside a bowl
Trading glances bubble and roll
I am here and you are there
There's nothing for it, but to stare*

*Как рыбка в тесной банке,
Пускай пузыри,
Ищу тебя глазами
Ну, где же ты?
Смотри!*

As you can see, our translation doesn't have the same format. To enhance the meaning, the lack of freedom and the desire for it, we decided to change the mood of the verse. The space becomes smaller (the bowl is "tighter"), the need for someone else is now expressed instead of just saying "I am here and you are there". Now you can understand the mood of the song entirely from the beginning.

OR

We have another translation:

*Как рыбы в аквариуме,
Обмениваемся взглядами,
Пускай пузыри и вертятся.
Я здесь, ты – там.
Мне ничего не остается, кроме как пристально смотреть.*

I would call this verse very strict and accurate. What's the point of such a non-poetic translation? People will be able to view the song as it is, without being affected by the translator's interpretation. Here you can see only what Richard has written, not the Russian translation. It can also be viewed as a classical-styled Russian poem where the translator, we can say, is the only author.

*And there are no rules to say which train to catch tonight
No one to say if we should stay or go
There are no rules to say telephone tonight
And ask me how my English garden grows*

*Мне трудно разобраться:
Сбежать или остаться...
Звони, я очень жду...
Звони мне днем и ночью,
Звони, когда захочешь,
Узнай, мой английский сад (уже) в цвету.*

OR

*Никто не может тебе указывать,
В какой поезд сесть этой ночью.
Никто не может указать, как тебе поступить:
Остаться или уехать.
Никто не обязан говорить "Позвони сегодня ночью".
Спроси же меня, как растет мой английский сад.*

You can see that these translations are also very different. The first one is more 'adapted', it's like you are reading an independent poem in Russian. It keeps the same motive and meaning, but is very similar to Russian poetry. The second one reads more like prose, but it allows us to understand the literal meaning of the words and metaphors – we are sure that the author was talking exactly about that.

Because we live in a modern society, we can look at these as translations that could be put on the Internet. The second one is typical, but accurate and well-written – you can see such translations on every social media site.

Although the first one wouldn't be the solution for people that are searching for translations only to know what the original author meant, we can call this a sample of a literature work, a work of art.

Finally, here's the rest of the song:

*You know the halogen sunrise it really kills your sleep
And plastic goalposts haunt the luminous deep
They keep the air there running low
We're like two goldfish in two bowls
You know
We could be seabirds, crazy seabirds,
We'll leave the lights of the exchange as across the sky we range
We could be seabirds, big white crazy seabirds
We could fly, we could be free.
And there are no rules to tell the wind which way to blow
As zeppelins and dandelions and albatrosses know
So let's spread wide our wings and far we'll fly
And we'll never look below
Let's be seabirds
Beyond the bracken and the spray we are spiralling away
Let's be seabirds, we could be free.*

*Тебя разбудит солнце,
Скользнув в проем окна.
Ему ты улыбнешься:*

*Теперь я не одна.
Мы трепетные птицы,
Нам в клетке не годится,
Летим, нас небо ждет,
И в крыльях наших легких,
Как в кронах роц далеких,
Лишь ветер запоем.*

While reading, you are simply amazed by the work of the translator. As for me, specifically after this verse, he becomes an independent poet, and you almost forget about the original text. The translation is a lot shorter, though. We removed some metaphors because they can sound absurd or just unclear to the Russian reader. The most obvious one is the "crazy seabirds", it's all because in the Russian language you're not used to applying this adjective to birds.

The more accurate, non-poetic translation is this:

*Ты знаешь, что галогеновый восход убивает твой сон,
И пластиковые ворота олицетворяют светящуюся глубину.
Они заставляют воздух течь ниже.
Мы как две золотые рыбки в аквариуме.
Ты знаешь
Мы могли бы быть вольными морскими птицами,
Оставим же огни банков вдали и будем странствовать по небу.
Мы могли бы быть вольными морскими птицами,
Мы могли бы летать и быть свободными.
Там нет правил, чтобы указать ветру, куда дуть,
Это знают дирижабли, одуванчики и альбатросы.
Так что давай расправим крылья и полетим далеко
Мы никогда не будем смотреть вниз,
Мы уйдем за пределы волнорезов и всплесков воды,
Давай станем вольными птицами.*

We've never had an experience translating music lyrics before, and that's why we had a lot of questions and problems. First of all, are we able to change the size and form of the sentences? How much research is required to understand the life of an Englishman who wants to be free? It seems like you won't need any knowledge of English culture, because it's a song about feelings. But you will. For example, how can you "leave the lights of the exchange"? It turns out the author is talking about specific areas in English cities where the banks and offices are located.

In conclusion, we always need to keep in mind that music is art, and translating a song (even an easy one) can be a big deal. A good translator knows how to operate words and how to make them as mesmerizing as in the original text, whether it's a song or a poem. The hardest part in doing so is coming across some phrases or idioms that do not apply to our culture. Creativity is the answer for solving this problem, and it was perfectly shown by the translation of Seabirds by Richard Navarro, a song that seems easy, but you need to be a true writer to translate it right.

*By Arina Koltsova,
School No. 1525, Moscow*



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