

# Из школьников – в студенты! Готовимся учиться на английском языке

## Lecture ready

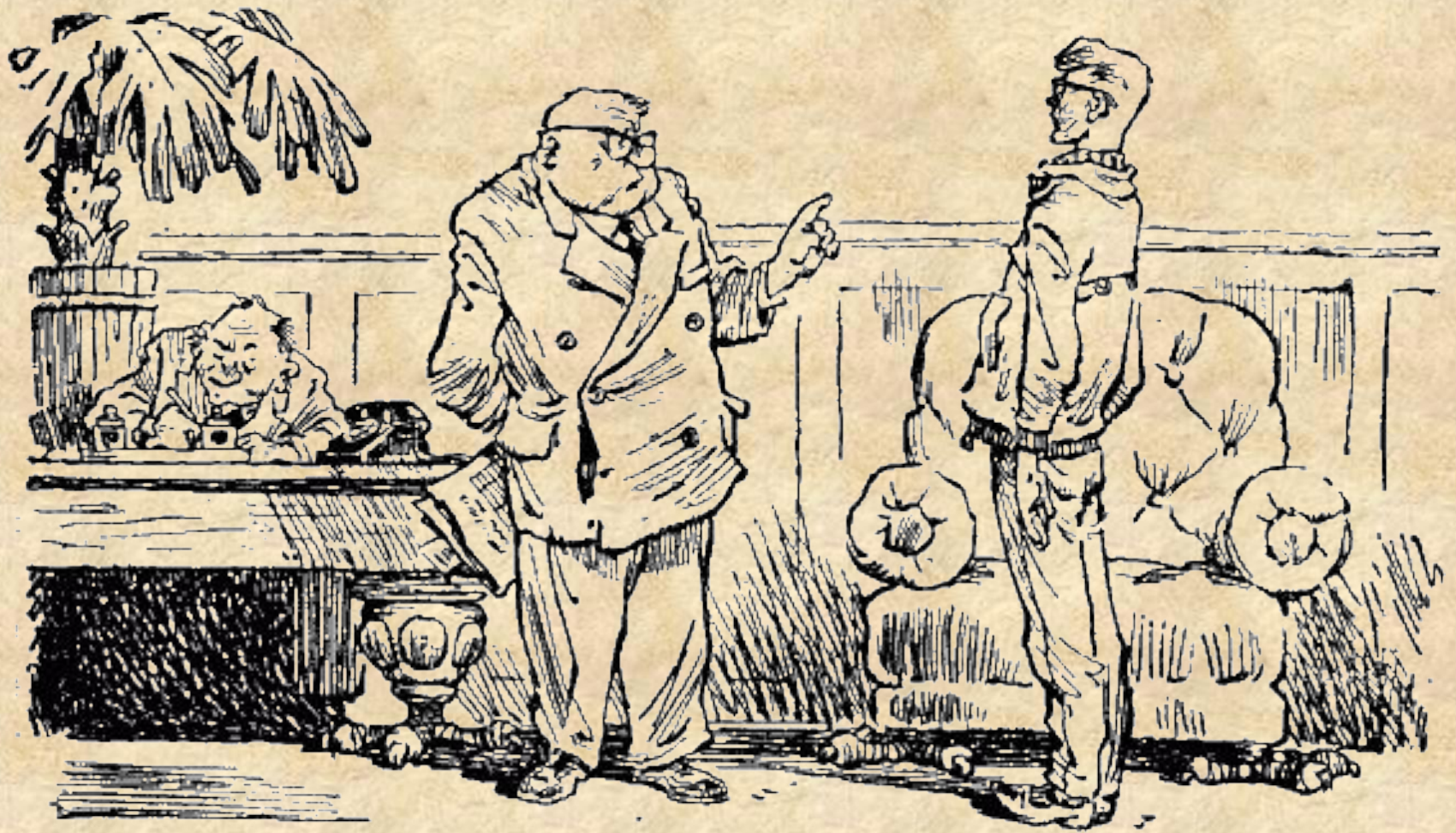


[www.injaz.ru](http://www.injaz.ru)

**Академическая мобильность –**  
**это не просто перемещение в**  
**пространстве и штамп в**  
**загранпаспорте.**

**Это –соответствие**  
**требованиям в области**  
**академических речевых**  
**стратегий и академического**  
**содержания.**

**Как сформировать**  
**соответствующие**  
**компетенции?**



# Key concepts of the workshop

- **EAP** English for Academic Purposes
- **AWL** Academic Word List
- **Grammar for EAP**
- **Rapport with the audience and other Ss** a state that occurs when two people feel that they are truly able to connect with and communicate with one another and is usually based on shared interests, values, and other personal factors. This feeling can be promoted through mutual attention, positivity and ongoing eye contact, matching breathing rhythms and mirroring body postures.
- **Academic Listening, Speaking, Reading and Writing**

# Академическая мобильность > речевые навыки и умения из области академического формата общения на английском языке

- Готовим студентов к интерактивному формату лекций
- Учим техникам конспектирования и создания опорных конспектов на английском языке
- Опираемся на академическую лексику из **AWL - Academic Vocabulary List**
  - **Осваиваем стратегии аудирования, говорения, чтения и письма**
- Стратегии академических вопросно-ответных жанров общения
- Стратегии проведения дискуссий и участия в них
- Изучаем особенности дискурса лектора (логика лекции, функциональные фразы-маркеры и т.д.)

[https://www.youtube.com/watch?v=EscuhMYVjY\\_Q](https://www.youtube.com/watch?v=EscuhMYVjY_Q)

- Чем эта лекция отличается от традиционных лекций в российских вузах?
- Как лектор строит раппорт с аудиторией?
- Чему необходимо научить наших студентов, чтобы они соответствовали академическим стандартам учебного общения?

# Сайт AWL –банк лексики, тесты

Free Practice Tests for learners of English

## Academic Word List: Group 1

All the words in this vocabulary test are from the *Academic Word List*. These are the 570 most frequently used words in academic texts. You need to learn these words if you wish to pass an academic exam such as IELTS, TOEFL or PTE Academic or if you wish to study in an English speaking university.

The *Academic Word List* is divided into 10 groups according to frequency. The most frequent words are in group 1. You should learn these first.

### ? Academic Word List Test: Group 1

There are 40 questions in this quiz. Choose the best answer

1. evaluate or estimate the nature, quality, ability, extent, or significance of

- create
- assess ✓ Correct!
- derive

See all words

Score: 1/1

Next

### ☰ Academic word list:

Academic Word List

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Group 9

Group 10

[https://www.examenenglish.com/vocabulary/academic\\_wordlist.html](https://www.examenenglish.com/vocabulary/academic_wordlist.html)

**Бесплатные тесты на академический вокабуляр – здесь!**

# Упражнения и структура пособий по развитию лексики из области науки и высшего образования

**25 Similarities and differences** Section 4  
**Analysis and evaluation**

**Words to learn**

a great deal ( <i>phr</i> )	compare ( <i>v</i> )	similarly ( <i>adv</i> )	unlike ( <i>prep</i> )
alternative ( <i>adj</i> )	equally ( <i>adv</i> )	similar to ( <i>adj</i> )	various ( <i>adj</i> )
as well as ( <i>phr</i> )	resemble ( <i>v</i> )	to some extent ( <i>phr</i> )	
by far ( <i>phr</i> )	separate ( <i>adj</i> )	unique ( <i>adj</i> )	

**Comparing two approaches**

**A** Lam et al. (2009) completed research into how different approaches in the classroom can affect educational outcomes. The research involved video recording the classes of two separate teachers in a Hong Kong secondary school. They then analysed and compared the different teaching styles. They found that the learning outcomes were a great deal better when the teachers used more motivating strategies and less discipline. This may indicate that a positive learning environment can help learning. It must be noted that this was a small study in just one school. Learners of various ages and in different cultures may respond differently to alternative teaching styles. However, the findings are similar to those in other studies.

Source: student essay

**1 Read the paragraph from a student essay, text A. Choose the best option, a or b, to complete the statements.**

- The researchers recorded lessons ...  
a by the same teacher with two different groups of students. \_\_\_  
b by two different teachers in the same school. \_\_\_
- The research found that students learned more when the teacher ...  
a tried to motivate them in a positive way. \_\_\_  
b carefully controlled classroom discipline. \_\_\_

**2 Match the sentence halves.**

1 Identifying the problem was a great deal	a to those found in Southern Europe.
2 It is difficult for customers to compare	b differently in the same problem.
3 There are several different	c easier than finding a solution.
4 The style of the buildings is similar	d the costs of different phone companies.
5 Individuals often respond	e ways of contacting your tutor.

**3 a Replace different in the sentences with the correct adjective from the box. Use the glossary on pp.127–141 to help you.**  
alternative separate various

- Psychologists from different \_\_\_\_\_ countries around the world presented papers at the conference.
- Fish can be divided into two different \_\_\_\_\_ groups: marine and freshwater species.
- Users can choose between two different \_\_\_\_\_ screen formats, as shown below.

**b Complete the text using the words from the box in 3a.**

These words all describe things which are different. <sup>1</sup> \_\_\_\_\_ describes a range of people or things. <sup>2</sup> \_\_\_\_\_ describes people or things which are not the same and not connected. <sup>3</sup> \_\_\_\_\_ describes one thing which is used instead of another.

60 Similarities and differences | Unit 25

<https://elt.oup.com/student/academicvocabulary/?cc=ru&selLanguage=ru>

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# Упражнения и структура пособий по развитию грамматики из области науки и высшего образования

**D** Rewrite the underlined parts of the sentences, following the instructions in brackets.

- The 2004 inquiry into the funding of the arts in the regions (use three words) criticized the way in which grants awarded by government (use two words) had been distributed.
- Stonebridge (2009) explores the phenomenon of riots that take place in the summer (use two words) in UK and American cities.
- New legislation is unlikely to change beliefs that have been held for a long time (use a compound adjective and a noun) over the place of religion in society.
- Freedom of the press (use two words) and human rights are often linked, argues Hogg (2010).
- A documentary that was broadcast recently (use a compound adjective and a noun) suggested that residents in care homes (use three words) are not always treated with the respect they deserve.
- Allegations of bribery (use two words) have been made against several European companies that trade in oil (use a compound adjective and a noun).
- Drivers of tankers that carry fuel (use two words) are required to take a test in fire safety (use three words).
- Trucks that have broken down (use a compound adjective and a noun) are sometimes abandoned in this region because of a lack of spare parts.
- Products made from plastic (use two words) are rarely biodegradable.
- Reliable statistics for the length of time that people are expected to live (use three words) are not yet available for the island.

**E** Put the words in each phrase in the correct order. Then use the phrases to complete the text about the response to the banking crisis in the first decade of the 21st century.

- banking bubble of piercing the life
- a higher scrutiny level of public
- average higher much than the were which
- all at levels of protests society
- funds of public this use
- housing collapse market of the the
- banks failing of some these

Let us now turn to the protests following '1 and '2. In 2008-2009, the ramifications of which continue to be felt. '3 were bailed out by the state. '4 has exposed them to '5 than they are used to. When these banks and financial institutions sought to continue paying their executives year-end bonuses '6 annual salary, the public began to take an interest. '7, from polite but firm letters to newspaper editors to window-smashing, have been the response.

**F** Match each word or phrase in box A with its partner in box B. Then use some of the phrases to write 100–200 words about the founder of Apple Inc., Steve Jobs.

**A** ground- the importance hardware relatively customer demand

**AML GLOSSARY**

**funding** the act of providing money for a particular purpose

**grant** a sum of money that is given by the government or by another organization to be used for a particular purpose

**distribute** to give things to a large number of people; to share something between a number of people

**abandon** to leave a thing or place, especially because it is impossible or dangerous to stay

**reliable** that is likely to be correct or true

**AML GLOSSARY**

**funds** money that is available to be spent

**collapse** a sudden failure of something, such as an institution, a business, or a course of action

**expose** to put somebody/something in a place or situation where they are not protected from something harmful or unpleasant

**institution** a large important organization that has a particular purpose, for example, a university or bank

**speak** to try to do

**suppress**: evidence, personal freedom, protests, a rebellion, social unrest

**suppress**: brutally, ruthlessly

**write**: authoritatively, convincingly, knowledgeably (or)

**19.3 test yourself**

Complete each sentence with the correct form of one of the verbs in the box.

consider suppress raise deny resolve demonstrate

- Narrative structure normally involves some kind of conflict which is eventually \_\_\_\_\_ at the end of the story.
- The purpose of the conference was to \_\_\_\_\_ awareness amongst doctors of the pressures on parents caring at home for children with disabilities.
- Billings describes how the regime has brutally \_\_\_\_\_ all protests by opposition groups.
- Dalton's research \_\_\_\_\_ conclusively that two of the local languages had no written form.
- Senior managers at the company \_\_\_\_\_ categorically that they had encouraged a culture of bullying to develop in the workplace.
- The enquiry panel \_\_\_\_\_ the evidence carefully over a period of six weeks in early 2009.

**19.4 Noun + noun**

**19.4 study**

Just as nouns are combined in everyday English (*table lamp, horse race*), so nouns collocate with each other in all types of writing and speaking. For an explanation of the grammar of noun + noun combinations, see page 032 in unit 3 *Noun phrases*.

Listed below are seven of the most productive 'head nouns' (the nouns that come first in combinations) in general and academic writing, with some of their most frequent noun collocations. Note that some second nouns are regularly used in singular and plural forms.

[https://elt.oup.com/catalogue/item/s/global/business\\_esp/9780194329996?cc=ru&selLanguage=ru&mode=hub](https://elt.oup.com/catalogue/item/s/global/business_esp/9780194329996?cc=ru&selLanguage=ru&mode=hub) демо страницы из пособия по грамматике для студентов, аспирантов и учёных

Помета AWL – Academic Word List - вся лексика и коммуникативный контекст - 'Academic'



# Содержание, стратегии аудирования, говорения, чтения и письма

## CHAPTER GOALS

- Learn how sleep affects thinking
- Learn a Listening Strategy: Recognize lecture language that signals an example
- Learn a Note-taking Strategy: Organize key lecture material in visual form in your notes
- Learn a Discussion Strategy: Agree and disagree during a discussion

## Build Background Knowledge

Think about the topic

1. Take this quiz about your sleep habits. Then answer the questions below in pairs.

### *Your Sleep Habits*

1. Most nights, I sleep \_\_\_\_\_.  
a. fewer than 6 hours      b. 6–8 hours      c. 9 or more hours
2. I am most likely to skip sleep in order to \_\_\_\_\_.  
a. study      d. watch T.V.  
b. work      e. hang out with friends  
c. party      f. I don't skip sleep.
3. I usually make up for lost sleep by \_\_\_\_\_.  
a. drinking caffeinated beverages      c. adjusting my schedule  
b. sleeping late on the weekends      d. adapting to less sleep

1. Are your answers similar to or different from your partner's answers? Which of your answers do you think is the most interesting? Which of your partner's answers is the most interesting? Why?

# Лексика по теме, примеры конкретных академических речевых стратегий

## Lecture Ready

Read

2. Read this brochure from a college student health center about how lack of sleep can affect academic performance.

### The Importance of Sleep to Academic Success

It's no secret that many college students do not sleep enough. Academic studies, social life, part-time or full-time jobs, and relationships are often more important than sleep. Students experience even more sleep deprivation as midterm and final exams approach.

#### Sleep Is Serious Business

Lack of sleep can cause these harmful side effects:

- daytime drowsiness
- inability to cope with stress
- weight gain
- poor health
- low energy

Most importantly for students, sleep deprivation makes studying and learning more difficult. It also hampers the body's ability to stay healthy.

The National Sleep Foundation recently released a poll that shows that many young adults are suffering from sleep deprivation that is severe enough to impair daytime activities. These young people get an average of 6.8 hours of rest per night, but many function on much less. According

to current research, most undergraduates need 8.5-9.25 hours of sleep (most adults, 7-9 hours).

#### Burning the Candle at Both Ends

College life only increases the problem of sleep deprivation as students try to burn the candle at both ends. Some students work a part-time job to help pay for college expenses. Some students have to support a family while going to school. Because of all these pressures, there is also an increase in stress. Stress can lead to insomnia—the inability to sleep.

Sleeplessness is especially bad as final exams approach and students cram for exams. When students force themselves to stay awake to study, they have to function on even less sleep. Too many nights of staying awake can lead to long-term sleep problems.

#### Sleep is a necessity, not a luxury.

Your top academic performance depends on getting enough sleep. So remember, as you plan your schedule, be sure to allow plenty of time for sleep. You will have more energy, better health, and greater chances for academic success!

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. How much sleep do college students need and how much do they usually get? What is the approximate amount of sleep they lose per night?
2. What are two reasons that college students don't get enough sleep?
3. What are three negative results of not getting enough sleep?

Expand your vocabulary

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 69 to check your answers.

- |                     |  |
|---------------------|--|
| ___ 1. deprivation  | a. the feeling of being tired and almost asleep                            |
| ___ 2. side effects | b. lack of something considered to be a necessity                          |
| ___ 3. drowsiness   | c. to work in the correct way  |
| ___ 4. cope with    | d. the negative secondary results of something                             |
| ___ 5. impair       | e. to prepare yourself for a test by studying a lot of information quickly |
| ___ 6. function     | f. to damage something or to make it worse                                 |
| ___ 7. cram         | g. lasting into the future   |
| ___ 8. long-term    | h. to deal successfully with a difficult situation                         |

5. Circle the phrase with a similar meaning to the underlined idiom.

It is possible to burn the candle at both ends for a short amount of time, but after a while you have to slow down and take a break. If you don't, your performance will become worse.

- a. do boring things      b. do a few things      c. do many things at once

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. Have you ever felt like you were burning the candle at both ends? What was the situation? What finally happened?
2. How do you stay awake when you need to study? Have you ever experienced any of the side effects of sleep deprivation in the article? What happened?

Review what you know

p. 5

7. With a partner, write the reading on page of sleep.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Prepare to Listen and Take Notes

- 1. To help you understand the listening strategy, discuss the situation below and answer the question.**

Imagine someone asks you, "What does 'burning the candle at both ends' mean? Without using a dictionary, how can you explain the meaning quickly and easily?"

### Recognize Lecture Language that Signals an Example

Professors usually give many examples during a lecture. These examples of specific things help students understand general ideas.

Listen for words and expressions that professors use to signal an example.

- 2. Read the expressions that signal an example. Can you add others to the list?**

For example, . . .  
 Here are some examples: . . .  
 Take X, for example. . . .  
 For instance, . . .  
 . . . , such as . . .  
 Let me give you an example . . .

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- 3. Read this transcript from a lecture on the effects of sleep deprivation. Then do these two things:**

- Circle the lecture language that signals the example.
- Underline the example.

.....  
 Lack of sleep causes many problems. For example, it hurts the body's ability to stay healthy. Usually, this is the result of the fact that the immune system—the part of the body that protects us from infection—is weakened without sleep. Let me give you an example of what happens. It is easier to get infections, such as colds and flu. Another problem that occurs is weight gain. This happens because the body loses the ability to handle sugar; for instance, it turns sugar into fat rather than burning it as energy.  
 .....

Listening Strategy

Example lecture language

Recognize lecture language

Listen

- 4. Listen to this short lecture about driving while drowsy. Match the first part of each sentence with the correct second part.**

- |  |   |
|--|---|
| ___ 1. It's a problem to feel drowsy when driving because      | a. the effect doesn't work for very long.       |
| ___ 2. It's good to pull over and take a nap because           | b. drivers can't concentrate and react quickly. |
| ___ 3. It is not the best idea to listen to loud music because | c. you feel less tired after resting            |

Listen for examples

- 5. Listen to the short lecture again. As you listen, write down the lecture language that signals an example. Then listen once more and write down the examples.**

- 1. Idea: Loud noise**

Example lecture language: \_\_\_\_\_

Example: \_\_\_\_\_

- 2. Idea: Caffeine**

Example lecture language: \_\_\_\_\_

Example: \_\_\_\_\_

- 3. Idea: Sleep**

Example lecture language: \_\_\_\_\_

Example: \_\_\_\_\_

Learn general academic words

- 6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.**

**evidence:** one or more  
 believing that something  
**area:** a particular subject

This team of researchers  
 the \_\_\_\_\_ of  
 of the \_\_\_\_\_ f  
 the issue.



### Note-taking Strategy

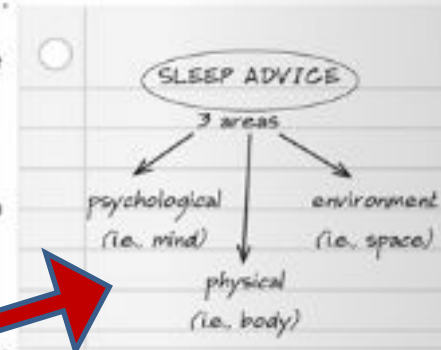
#### Use a Visual Form

Sometimes, it is easier to record and remember the ideas in a lecture when you record them as a picture. Using a visual form of the ideas in the lecture allows you to see easily how the ideas are connected. In your notes, record information in a visual form to remind yourself how the ideas in the lecture relate to each other.

#### Take notes using a visual form

### 7. Read this transcript from a lecture on sleep. Then look at one student's notes from the lecture. Answer the questions below with a partner.

Today, I'd like to discuss some of the advice that is given on how to improve sleep. I'll talk about three major areas to consider. These are psychological solutions, . . . meaning what can we do to get our minds to relax. Physical solutions, . . . meaning what we can do to get our bodies to relax. And finally, the things we can do to improve our sleep environment, . . . that is, the space that we sleep in.



1. What is the topic of this section of the lecture? How does the student indicate this?
2. What are the three areas to consider? How does the student indicate this?
3. How does the student indicate examples?

### 8. Read this transcript from a lecture on advice about sleep disorders. Take notes in your notebook in visual form.

Today, we'll talk about sleep problems, . . . also called sleep disorders. There are two major categories of sleep disorders. I'll start by explaining the first set of disorders. These have to do with difficulty going to sleep and staying asleep. You might have heard the term "insomnia." That is the word used for difficulty in falling asleep or remaining asleep. About 35% of adults in the United States experience insomnia.

The second category of sleep disorders make it difficult for people to stay awake. People with one of these disorders are very sleepy during normal waking hours, . . . even though they sleep normally at night. This condition is less common than insomnia. Only about 5 to 10% of people have it.

GP: Listening and  
note-taking

Учимся  
конспектировать

# Аудирование по опорному конспекту в соответствии с обзором её содержания (лектор должен дать установку!!!!)

## Listen and Take Notes

### Make predictions

▶ p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of sleep. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Follow the lecture

▶ visual form, p. 73



2. Now follow the lecture and take notes, using a visual form when appropriate. Remember to listen for the lecture language that signals an example.

Topic: \_\_\_\_\_

Need for sleep: \_\_\_\_\_

Effects of sleep deprivation: \_\_\_\_\_

# UNIT 3 Ethics

ACADEMIC FOCUS: DESCRIBING AND EXPLAINING



## LEARNING OBJECTIVES

This unit covers:

### Listening and Speaking

- Understanding the main idea and supporting details in a presentation
- Noting down examples in a presentation
- Describing a concept
- Asking for repetition and clarification

### Reading

- Understanding a descriptive text
- Recognizing the use of description in a text
- Understanding noun phrases in descriptions

### Writing

- Identifying the use of articles
- Using articles in sentences and in a short paragraph
- Identifying the use of determiners to give cohesion
- Adding descriptive detail to nouns
- Writing a short paragraph using noun phrases

### Vocabulary

- Style: Academic vs informal vocabulary
- Collocations (2): Prepositions

### Academic Language Check

- Noun phrases (1): Adjectives and nouns
- Noun phrases (2): Articles
- Noun phrases (3): Cohesive determiners

## Discussion

1 Read the two definitions related to ethics. Compare alternative definitions 1 and 2.

**ethical** (adj) connected with beliefs and principles about what is right and wrong  
**legal** (adj) connected with the law

- 1 \_\_\_\_\_ describes things people *must* and *may* do.
- 2 \_\_\_\_\_ discusses things people *should* and *must* do.

2 Complete statements 1–4 using the words in the agreement gifts respect rules

- 1 In sport, you should always follow the \_\_\_\_\_.
- 2 In business, you should not give large \_\_\_\_\_ you are doing business with.
- 3 In medical research, it is important to get the \_\_\_\_\_ the patient before testing a new drug on them.
- 4 In academic study, you should show \_\_\_\_\_ of other academics.

3 Work in pairs. Discuss whether you agree with the statements in 2. Give reasons.

4 Write one more ethical rule for each field.

- 1 Sportspeople shouldn't \_\_\_\_\_.
- 2 In business, it is important to \_\_\_\_\_.
- 3 Medical researchers should \_\_\_\_\_.
- 4 In academic study, students shouldn't \_\_\_\_\_.

5 Work in groups. Compare your ideas.

[https://elt.oup.com/catalogue/items/global/skills/lecture\\_ready\\_second\\_edition/?cc=ru&selLanguage=ru&mode=hub](https://elt.oup.com/catalogue/items/global/skills/lecture_ready_second_edition/?cc=ru&selLanguage=ru&mode=hub) анализируем учебные материалы 'Lecture Ready'



# **Предлагаем модуль по академическому английскому центрам по подготовке к обучению за рубежом**

- **EAP как направление обучения иностранному языку**
- **Обучение академической лексике**
- **Обучение академической грамматике**
- **Подготовка к восприятию лекций**
- **Подготовка к устным выступлениям**
- **Подготовка к академическим дискуссиям**
- **Академическое письмо**
- **EAP и ESP**

# Useful links

- [https://elt.oup.com/catalogue/items/global/skills/lecture\\_ready/?cc=ru&selLanguage=ru&mode=hub](https://elt.oup.com/catalogue/items/global/skills/lecture_ready/?cc=ru&selLanguage=ru&mode=hub) Lecture ready 1 edition Unit 4
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- <https://ffilms.org/legally-blonde-2001> 'Legally Blonde' (film)
- <https://www1.putlockertv.to/watch/the-mirror-has-two-faces.s.qxp2n/qq82l5> 'The mirror has two faces' ('How do you get them to stay?')

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## Топ



**New Round-Up  
2 Student's Book**

Virginia Evans,  
Jenny Dooley,  
Irina Kondrasheva



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