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FACT – Forum for
Across the
Curriculum Teaching

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Journal for the support and
development of content and
language integrated teaching

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Introduction

Welcome to the first issue of the FACT Newsletter. The Forum for Across the Curriculum Teaching was born from the interest of Bulgarian teachers of English Across the Curriculum who met at an inservice course in Sofia teacher trainers' institute, October, 1999. It was at this course that teachers decided they would like to meet regularly to discuss their work, to share ideas and materials and to seek solutions to common problems and challenges. This issue is referred to as the Spring issue but the number of issues really depends on interest and contributions in the future. **ПОЖИВЪОМ, УВИДИМ.**

The FACT group of teachers has met five times since this course in as many months and the only thing which stands in the way of their enthusiasm seems to be the number of days available in a working month. This newsletter is a product of the dynamism of the group and acts in a way as a résumé of the minutes of the group meetings.

I would like to invite colleagues who teach their subject through the medium of English who work in other areas around the country not only to contribute to the FACT newsletter but also to organize their own teacher meetings. I would be delighted to help in any way I can, as I am sure would colleagues from the FACT group who have done so much work so far already. It is only by sharing problems and successes with peers that teachers can feel supported in their work. It is also this kind of collaboration which attracts the attention and support of international institutions, the kind of institutions like the British Council and the European Union which can lend financial support and professional expertise where people like you think it is necessary.

If you are planning a meeting, all you need are interested colleagues, a place, probably a school classroom and a sympathetic director and an agenda. Please contact me or any colleague from the FACT group if you would like help in organizing such a meeting.

The address for correspondence for the moment is: FACT,
c/o The British Council, 7 Tulovo Street, 1504, Sofia.
Telephone enquiries concerning the Journal or the Network of
Teachers can be made to Yana Docheva on 02 463346.

Please support the journal and send us your ideas.

This issue of the FACT Newsletter is a bumper one and it was difficult to decide what to include and keep it manageable at the same time. What follows is a brief outline of the contents and something of the philosophy of the FACT group's work.

Lesson Materials

Send us your example lessons and materials with your comments and notes so that we can share them and your knowledge with colleagues.

The following geography material presents information in tabular form which corresponds to the Year 9 curriculum for Geography topic – Production. There are many things that one can do with tabular information. One interesting use they offer is that of removing the focus from the teacher to another source of information. Analyzing such source information is, of course, one of the major skills of the social science Geography.

Questions and tasks:

1. Skim the text and identify the two major types of energy producing industries. How do they differ?
2. Compare coal, petroleum and natural gas with respect to their use. What do they have in common and how do they differ?
3. What are some advantages and disadvantages of electricity as compared to primary energy sources?
4. Find in the text the English equivalent for ТЕЦ, БЕЦ, АЕЦ, ПАБЕЦ. Which is the type of power generation plant which is most widely distributed and why? Why do only about 30 countries in the world have nuclear power plants?
5. How can we estimate the level of economic development of a country using the criteria:
 - energy consumption per capita, and
 - energy consumption per unit of GDP?
6. Compare the major producers of electricity with the major producers of primary energy sources. Are these the same countries? Give some possible reasons for what you find out in the statistical data.
7. Use the available statistical data to estimate the relative importance of the primary energy sources in the world trade (compare quantities produced to quantities exported). Find the most important of the three and give some reasons why so.

ENERGY PRODUCING INDUSTRIES

Production of primary energy

Coal mining industry

- ◆ Main uses of coal:
 - heat → mechanical energy → electricity
 - raw material in metallurgy (coking coal)
 - raw material in chemical industry
 - heat – domestic use, central heating
 - heat → mechanical energy (steam engine)
- ◆ Main characteristics of the industry:
 - long-term enterprise
 - underground or open-pit (open-cast, strip) mining
 - labour-intensive industry
 - coal is bulky, costly to load and unload, spontaneously combustible
 - old industry, stagnation and decline in coal consumption → slow-down in investments → outdated equipment and methods → higher production costs → impossible self-financing → social and political problems
 - only about 5% of the total production enters into the world market
- ◆ Major producers, exporters and importers:
 - producers (million tones): China (1 409), United States (989), India (299), Australia (266), Russia (261), Russia (261), Germany (228), South Africa (220), Poland (200)

- exporters (million tones): Australia (147), United States (77), South Africa (64), Indonesia (38), Canada (37), China (36), Poland (33), Colombia (28), Russia (23)
- importers (million tones): Japan (130), South Korea (50), Germany (25), The Netherlands (21), United Kingdom (21), Italy (16), Russia (15), France (15), Canada (14), Brazil (14), Denmark (14), Belgium (14), Spain (12), India (10)

Crude petroleum production

- ◆ Main uses of petroleum:
 - raw material for the petrochemical industry
 - fuel (after refining) for internal combustion engines
- ◆ Main characteristics:
 - higher calorific value
 - easy transport (pipelines, tankers)
 - about one third of the production enters into world market → large flows
- ◆ Main producers, exporters and importers (thousand barrels per year):

	Production		Export		Import
1 Saudi Arabia	3 127 283	1 Saudi Arabia	2 481 801	1 United States	2 742 208
2 United States	2 356 444	2 Norway	1 082 290	2 Japan	1 645 775
3 Russia	2 162 000	3 Iran	957 300	3 Germany	780 072
4 Iran	1 338 341	4 Russia	914 534	4 South Korea	625 373
5 Venezuela	1 211 000	5 United Arab Emirates	729 800	5 France	623 768
6 China	1 168 925	6 Venezuela	664 400	6 Italy	553 088
7 Norway	1 148 000	7 Nigeria	619 100	7 The Netherlands	422 572
8 Mexico	1 104 014	8 United Kingdom	530 646	8 Singapore	414 968
9 United Kingdom	919 532	9 Mexico	454 144	9 Spain	399 830
10 Nigeria	851 928	10 Kuwait	433 333	10 United Kingdom	323 654
11 United Arab Emirates	846 074	11 Libya	402 900	11 Canada	255 683
12 Kuwait	760 800	12 Canada	361 771	12 Belgium	238 022
13 Canada	702 099	13 Indonesia	297 953	13 India	199 733
14 Indonesia	555 200	14 Oman	284 820	14 Brazil	183 763
15 Libya	528 122	15 Algeria	263 546	15 Thailand	167 146

Natural gas production

- ◆ Important points:
 - highest calorific value
 - clean burning
- used as a fuel (domestic needs, thermal power plants, industrial processes) and in the production of organic compounds (petrochemicals)
- liquefaction and transportation at low temperatures by tankers is expensive

- Major producers, exporters and importers (billion cubic metres)

Production		Export		Import	
1 Russia	571	1 Russia	200,9	1 Germany	86,9
2 United States	535	2 Canada	81,8	2 United States	84,8
3 Canada	166	3 Algeria	49,2	3 Japan	62,9
4 United Kingdom	92	4 The Netherlands	42,5	4 Ukraine	61,7
5 The Netherlands	85	5 Norway	42,3	5 Italy	39,1
6 Algeria	70	6 Indonesia	35,7	6 France	35,3
7 Indonesia	67	7 Malaysia	21,6	7 South Korea	15,2
8 Uzbekistan	49	8 Turkmenistan	20,9	8 Belarus	14,9
9 Iran	45	9 Australia	9,6	9 Belgium	13,2
10 Norway	45	10 Brunei	8,3	10 Spain	12,6
11 Saudi Arabia	43	11 Uzbekistan	8,0	11 Russia	10,2
12 Malaysia	38	12 United Arab Emirates	7,5	12 Kazakhstan	10,1
13 United Arab Emirates	36	13 United States	4,4	13 Turkey	9,6
14 Mexico	34	14 Germany	4,0	14 Czech Republic	9,4
15 Australia	30	15 Denmark	3,1	15 Hungary	8,1

Production of electricity

Main characteristics of electricity:

- a versatile energy form, capable of providing heat, light, and mechanical power on demand
- easily transmitted by high-voltage transmission lines over long distances
- easily distributed among many consumers by low-voltage distribution lines
- requires no storage facilities
- environment friendly
- must be consumed at the same rate as it is produced or rather vice versa

Main characteristics of the industry:

- constantly fluctuating demand (basic load + peak load) → the installed capacity of the power plants must be equal to the maximum consumption with enough reserves → a part of the installations must lie idle
- all the plants are connected with a grid system for exchange of current during normal peak loads or for emergency
- power plants represent enormous capital investment, especially nuclear and hydroelectric (including pumped storage) power plants
- thermal power plants are located:
 - ✓ near the place of consumption
 - ✓ adjacent to unloading sites (incl. coastal)
 - ✓ in the vicinity of coal mine
- hydroelectric power plants are located at flowing streams or reservoirs
- nuclear power plants require a flowing stream for cooling and a large sanitary area
- there is a close relationship between per capita energy consumption and per capita GNP

Areal differentiation

- About a half of the world production is due to 5 countries: United States, China, Japan, Russia, Canada.
- Some countries have extremely large production per capita: Norway 23 977 kWh, Iceland 19 028 kWh, Canada 15 661kWh, Sweden 14 811kWh, Luxembourg 13 228kWh.
- Thermal plants are the most common electricity generating facilities, since they require neither the technological sophistication of nuclear plants nor the unique terrain and water flows of hydroelectric facilities. They provide about 70% of the world production.
- Hydropower is the most important source of electricity for more than 50 countries largely in Africa and America. Examples are Paraguay 99,9%, Zambia 99,5 %, Norway 99,4 %, Congo 99,3 %, Ghana 99,3 %, Iceland 93,3%, Uruguay 93,2%, Brazil 91%, Venezuela 76%, New Zealand 64%, Canada 64%
- Only 31 countries have nuclear reactors, the top three being the United States (107), France (59), and Japan (54)
- The three countries where more than 50% of the total electricity production is due to nuclear power plants are Lithuania (84,7 %), France (79%), and Belgium (61,1%).
- Geothermal and other natural sources of power such as wind, solar, and biomass have the largest share in Nicaragua (28 %), Philippines (17,5%), El Salvador (10,75%), Costa Rica (10,6%), Kenya (10%), Iceland (6,5%), United States (6,2%), New Zealand (5,2%)

Inside the Channel Tunnel

Pre-reading task

Work in groups and discuss these questions with your partners:

- What do you think are the advantages of having a tunnel between England and France?
- If you had a choice, would you go through the Channel Tunnel or would you prefer to go by ferry?

Before you read the article, decide what information you would like to find out about the Channel Tunnel and its construction. Write down five questions about which you would like to know the answers to.

While reading task

Reading for gist – first reading

- What are the means of transport, which are used in the Channel Tunnel?
- What is the most important result of the building of the Channel? Choose from a – d below:
 - a. The Channel Tunnel is the first fixed link ever built between Britain and the Continent
 - b. The Tunnel will symbolise the fact that that Britain is European
 - c. The passengers and freight will race from England to France in under 35 minutes – less than half the ferry time
 - d. Banks and others who are paying for the tunnel will get their money back from fares paid by people who use it
- Say if you can find the answers to your questions

Reading for detail – second reading – comprehension check

Decide whether the following statements are true or false

1. A group called Eurotunnel began work in 1877 on a massive engineering project.
2. The Channel link Folkestone in Britain to Calais in France.
3. By the time the Tunnel is finished 3 000 men and women will have worked in construction teams night and day.
4. The Channel's special rolling stocks called shuttles are the same as these, which are now running in Britain and on the Continent.
5. The shuttles are brightly lit and ventilated and attendants are on hand (for car passengers)
6. The Channel Tunnel consists of 3 tunnels.

Work in pairs. Highlight the following words in the passage – if any are unfamiliar to you, try to work their meanings from the context: **submit, symbolise, routine, board, loop, toll**

1. The motorists have to pay a to cross the bridge or is it free?
2. I have to my report first thing tomorrow.
3. You can't tie a knot without making a first.
4. The plane won't take off until all the passengers have
5. The stars on the U.S. flag the 50 states.
6. Working in a government office sounds like a dull, sort of job.

Note down your answers to these questions about the Channel?

1. How are rail passengers carried?
2. How are private motorists carried?
3. What is the principal attraction of this scheme?
4. What are the ideal conditions for tunnelling below the sea level? Choose from a – c:
 - a. hard work for Anglo – French teams
 - b. using of the 500 tonne machines with rotating heads
 - c. a layer of chalk marl which is almost impervious to water
5. What do you think, is it difficult to make a tunnel?
6. Why hasn't a tunnel been built before now?

Inside the Channel Tunnel



The Channel tunnel, or Channel, will be the first fixed link ever built between Britain and the Continent.

A French engineer, Albert Mathieu, first submitted the idea to Napoleon in 1802. A French tunnel was started in 1877 and a British one in 1881, but they came to nothing. In 1960 new plans were made and two tunnels were begun in 1974, only to be

The Channel will link Folkestone to Calais in 35 minutes.

abandoned in 1975.

Now things are different. A group called Eurotunnel began work in 1983 on a massive engineering project that seems certain to link up terminals near Folkestone in Britain and Calais in France.

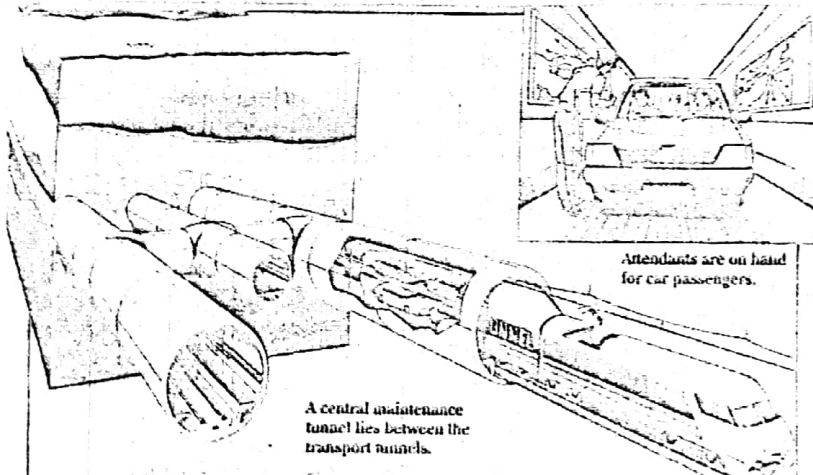
Scheduled to open in 1993, the \$7,500 million tunnel will carry passengers and freight on electric shuttle trains that will race from England to France in under 35 minutes.

The tunnel will

symbolise the fact that Britain is European and make it easier for travellers to reach the Continent.

The Anglo-French group in charge is building two 31-mile rail tunnels 7.5m in diameter, and a 4.6m-diameter service tunnel for ventilation and routine maintenance.

They will run 100m below sea level through a layer of chalk marl, which is almost impervious to water and is ideal for tunnelling.



A central maintenance tunnel lies between the transport tunnels.

Attendants are on hand for car passengers.

Massive boring machines chew their way under the sea bed to form the main tunnels, which are as big as a two-storey house.

The 500-tonne machines being used have rotating heads with tungsten carbide teeth capable of tunnelling 20m a day.

Aligned by satellite and lasers, men are drilling from both ends of the route - chosen after numerous surveys of the geology. Behind them move construction trains to remove the 7.5 million cubic metres of excavated earth (about an Egyptian pyramid's worth) and deliver the 700,000 concrete or iron segments to line the tunnels.

Wagons dump the excavated earth or spoil on a conveyor belt which takes it to the surface.

By the time the tunnel is finished, 3,000 men and women will have worked in construction teams night and day for six years.

When the tunnel is open, passengers will be able to board special ER trains for the Continent at Swanley in Kent, at London's new international terminals at Waterloo or King's Cross, or at one of many towns north of London. The trains will travel at speeds of up to 100 miles per hour in the tunnel. Passengers will not have to leave their seats until they reach Paris, Brussels

or other European destinations.

Other trains, called tourist shuttles, will also be used, running in a loop between the Channel's terminals.

As long as eight football pitches, they will be made up of 13 double-deck wagons for 120 cars, and 13 single-deckers for coaches and caravans. Cars and coaches will board the shuttles at the Folkestone terminal, once they have passed the restaurant, duty-free shops, banks and tollgates.

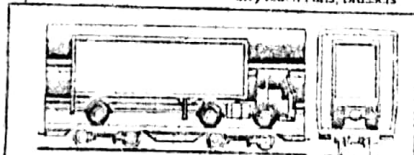
The shuttles will be brightly lit and ventilated and attendants will be on hand.

The Folkestone-Calais journey is planned to take 35 minutes with only 27 minutes actually in the tunnel - less than half the ferry time.

The tunnel will help cope with the huge increase in Channel traffic. From 1983 onwards, about 30 million people will travel annually via the tunnel, rising to 40 million ten years later and 46 million in 2013.

Banks and others who are paying for the tunnel will get their money back from fares paid by people who use it.

ROGER HIGHFIELD



The Channel's special rolling stock, called shuttles, will be wider and higher than trains now running in Britain or on the Continent. The freight shuttles, 43m long, will

consist of 25 wagons capable of taking 25 lorries. A freight shuttle could contain 176,000 LP records, a circus, or clothing for 30,000 people.

This lesson was offered by our colleague as an example of how a developmental approach to reading can easily be achieved with supplementary material. There is a clear sequence from pre-reading task through while-reading to post-reading. There is an attempt to create purpose with the pre-reading discussion where learners are encouraged to identify what they would like to discover in the text themselves.

Gist reading moves on to reading for detail and incorporates a focus on lexis with an exercise on possible unknown terms.

Finally, there is a good opportunity for post-reading discussion with the prompt questions.

The general English nature of many social science texts such as those in Geography can easily be exploited in this way. It could be argued that such a reading approach is less practical with more specialist texts of physics or chemistry as a whole. Nevertheless, the opinion of the FACT group in discussion was one which appreciated this traditionally EFL activity for English Across the Curriculum lessons.

Irina Ivanova Slavkova
33 English Secondary School
Lulin, Sofia
Biology and Chemistry teacher

THE HEART

1. Reading and comprehension – in groups or individually

The heart is a hollow, cone-shaped organ. It is about the size of a fist and weighs approximately 230g. The base of the heart, which is directed backwards, lies opposite the borders of the 5th, 6th, 7th and 8th thoracic vertebrae. The apex is directed forwards, downwards and to the left, and is located below the 5th left intercostal space in the mid-clavicular line. In addition to the base and the apex, three surfaces are usually described: the sterno-costal, the left and the diaphragmatic. The sterno-costal surface is limited by four borders, which are sometimes referred to as the borders of the heart.

The heart is essentially a hollow muscle. The wall of the heart is made up of three layers of tissue. A serous membrane, the pericardium, forms the outer covering of the heart. The middle layer, the myocardium, is the heart muscle proper. This consists of specialised cardiac muscle fibres. Internally the heart is lined throughout with a serous membrane known as the endocardium.

The cavity of the heart is divided longitudinally into two parts by a thick septum. Each side contains two chambers: a posterior chamber called the atrium, where the blood is received from the veins and collected, and a thickly muscled anterior chamber called the ventricle, which pumps the blood out again into the arteries. The atria lie above the ventricles. The base of the heart is formed mainly by the left atrium, and partly by the right atrium. The apex is formed entirely by the left ventricle. Blood enters the right atrium by the superior and inferior venae cavae. It passes into the right ventricle, which pumps it out along the pulmonary artery to the lungs. There it is cleansed of CO₂ and re-oxygenated. The blood returns along the pulmonary veins, which are four to the left atrium, passes into the left ventricle and is pumped out into the aorta.

The pumping action of the heart is effected by rhythmic contraction of the muscle, and valves ensure that the blood is propelled in the right direction. The atria are separated from the ventricles by valves, which allow the blood to pass freely from the atria into the ventricles, but prevent the blood from returning into the atria when the ventricles contract. These valves are formed by flaps of endocardium which hang down into the ventricles. When the ventricles are full of blood, the blood pushes the flaps upwards to close the orifice. The right atrio-ventricular orifice is closed by three flaps, known as the tricuspid valve. The mitral valve, which consists of two flaps, closes the left atrio-ventricular orifice. The semi-lunar valves, so called because of the half-moon shape of the flaps, lie at the exits of the ventricles, one between the right ventricle and the pulmonary artery, and one between the left ventricle and the aorta. These valves too prevent the reflux of blood and help to maintain the pressure necessary for circulation. When the blood pressure in the arteries exceeds the blood pressure in the ventricles, the flaps of the semi-lunar valves close.

2. Answer the questions with Yes or No individually:

Is it true that:

- a/ The heart lies opposite the borders of the 5th, 6th, 7th and 8th thoracic vertebrae?
- b/ The apex lies below the base?
- c/ The wall of the heart consists mainly of specialised cardiac muscle fibres?
- d/ A vertical septum divides the heart?
- e/ The heart contains four chambers?
- f/ The right ventricle pumps blood round the pulmonary circuit?
- g/ The right atrium receives blood from the pulmonary circuit?
- h/ The blood always enters the heart by veins and leaves the heart through arteries?

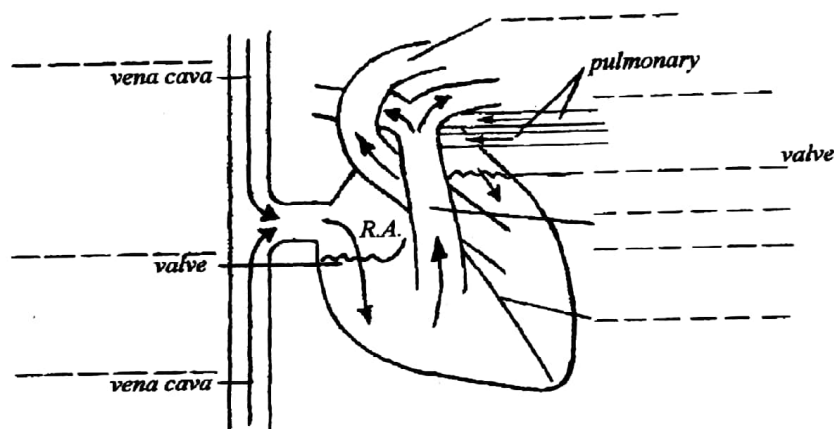
3. Use of language

EXERCISE A pass, flow and prepositions

Copy the diagram below into your notebook. Refer to the reading passage and complete the labelling of the diagram by filling in the blanks.

In addition, mark the left atrium (LA), right ventricle (RV), left ventricle (LV), the base, the apex and the septum. The right atrium (RA) has been already marked, as an example.

Diagram of the heart



NOTE: The arrows indicate the direction of blood flow.

The above reading activity is a model of how task-based reading can give teachers the opportunity to present new material within a context which develops other skills.

Here, basic information about the heart is given in an activity which develops the skills of searching for specific information within a text.

This is one way of moving away from the more traditional method of the teacher presenting the new material on the blackboard as children listen and copy the material into their notebooks.

History in English

CHAPTER ELEVEN - THE HOLY WAR: THE EASTERN CONFLICT IN THE SEVENTH CENTURY

A Heraclius (610 - 641)

In the beginning of the 7th century, only five decades after Justinian the Great's death, the Empire was in such a state that it seemed as if his legacy had been destroyed. Italy and the Balkan Peninsula were ravaged by the Barbarians, but the situation was worse in the eastern provinces. Armenia, Syria and Egypt were constantly attacked by the army of the Persian ruler Chosroes II (Khosru II) (590-628), called by his contemporaries the "Conqueror" ('Parviz' in Persian).

When Emperor Heraclius (610-641) came into power in 610, the Empire's fate was being decided by the wars in the East. The Persian attacks had reached their height. In Heraclius the Empire hoped it had finally found the power that would end the Eastern conflict. The Emperor himself led the Byzantine troops east. However, the Persians seemed invincible. In 614 they sacked the holy city of Jerusalem, bearing away the relic of the True Cross which was its most famous treasure. The Persian king came out in person to meet the procession carrying the valuable treasure into the Persian capital. Chosroes was convinced his warriors had captured Christ himself and disarmed Byzantium. With a burst of energy the armies of Chosroes II then advanced on Constantinople. Their victorious march soon brought them to the Bosphorus strait. Heraclius had no choice but beg for peace. He offered to surrender all the Byzantine territories occupied by the Persians but was firmly turned down. There were no conditions, no negotiations, no compromise. The Persians were after the capital and the Empire. They had their own plausible reasons for wanting so much.

The conflict with the Persians was older than Byzantium itself. It was inherited from the Roman Empire. In the middle of the third century, power in Persia was taken over by the Sassanids (3rd-7th centuries). They had succeeded in politically consolidating the old Empire and in expanding its boundaries quickly from China to Byzantium and from the Caucasus to India. In accordance with the Persian Empire's size and might its ruler's title became shah-in-shah ('king of the kings').

The Persians drew their inspiration and vigour from their religion. According to the Persians, life on earth was under the power of two deities: Ormuzd (Ahura Mazda), the god of goodness and light, and Ahriman, the god of darkness. They were in perpetual struggle for domination. It was during the Sassanian period that the complete sacred writings and religious teachings of the Parsees were inscribed in the Avesta. The book clearly shows the idea that in the end light would triumph over darkness. But in order for that to happen, all other gods worshipped on earth must submit to Ormuzd. It was fully in the spirit of the time that the Persians believed followers of other gods were to submit themselves to the shah-in-shah, guardian of Ormuzd's sacred fire. At any rate, the king of the kings' most persuasive weapon to fulfill this mission was the Persian army.

That is why to the Persians, their war with Byzantium for acquiring new territories was merely background for the real conflict, the struggle to submit Christ to Ormuzd. The stakes were big and the conflict between the two imperial armies became a war for their holy sites and relics.

The open attempt at laying hands on Christian relics left the Byzantines with no doubt about the ultimate goal of the Persians. The Christian troops' defeats had been more and more frequently attributed to God's angrily punishing the Empire for its terrible sins.

Christian humiliation reached its worst with the Persian blasphemies committed in Jerusalem. It was then that the Church intervened in order to react to the Persian attacks, which had been directed against it. Emperor Heraclius was given strong support by the Patriarch of Constantinople. Patriarch Sergius (610-638) sacrificed a large portion of the Church's property to finance a powerful army. Before the eyes of the silent believers, the Patriarch, with tears in his eyes, himself removed the golden repousse covers of the icons of the St Sophia Temple. The gold and jewelry provided the armament for Heraclius' soldiers who were assigned the mission of defending God himself from the Persian attacks.

All of the Empire's energy had been assembled and in the summer of 626 the war reached its peak. While Heraclius was preparing to invade Persia, Chosroes II's armies quickly crossed Asia Minor and reached the walls of Constantinople. Constantine's city resisted as if by divine miracle. The Byzantines themselves attributed that not to their strong fortifications but to the support of the Mother of God. At that moment, the war turned. The decisive defeat was inflicted on the Persians in 627 at the walls of their own capital. The eastern provinces came again under the supremacy of the power in Constantinople. To Christian Byzantium, however, the real end of the war was to come four years later when victorious Emperor Heraclius restored the relic of the True Cross to Jerusalem.

Keith Kelly, English language education specialist, the British Council, Bulgaria

What follows is example lesson material, test material and discussion which concerns the use of textbooks translated from Bulgarian into English and the consequences this can have on how learners cope with the sophisticated language which results.

The textbook is *The Man and Mediaeval Times* (Anubis 1995)

CHAPTER ELEVEN		The holy war: the eastern conflict in the seventh century	
A Heraclius (610 - 641)			
ravaged	destroyed, a lion can ravage a person, attacked		
had reached their height	had got to the top, peaked, climaxed		
relic	ancient treasure		
the Bosphorus strait	the stretch of water that divides Turkey		
in accordance with	in agreement, fitting		
drew their inspiration from	got inspiration, received inspiration, you can also use 'draw' with 'hope'		
perpetual	continuous, everlasting		
the stakes were big	stakes are odds, used in gambling, when you have little chance of winning, or have a lot to lose but you gamble anyway		
intervened	stepped in, did something to stop what was happening, interrupted		
repoussé covers	raised, in relief, this describes art or architecture which has projections of images, (they seem lifted, three-dimensional)		
assigned the mission	given the mission, the task		
B The Holy War			
fidelity	loyalty		
by all means	by any means, using any methods		
triumphed	won, was victorious		
not limited solely to	not only, there are other factors		
manifestations	appearances, showing, revelations		
C The new enemies of the Cross: the Arabs			
a caravan	a house on wheels		
militant	aggressive, opposing		
prophetic	when you say something and it comes true, that which predicts/tells the future		
fleet	a group of ships		
under the rumbling of	rumble is a noise...of distant thunder, of your stomach when you are hungry, it's faint, here the noise of preparations for battle		
assaults	attacks		
repulsing	forcing to move back, rejecting		
ignitable	that which can be set on fire, burnt		
abortive	that which is unsuccessful, not finished		
consuming	using up, eating up, (can be used with resources)		
shattering	smashing, breaking (can be with glass or fragile things)		
FACES OF HISTORY: The Virgin Mary as Chief commander; or the history of a song			
to fall prey	to become a victim, to be taken by a predator		
fervent	lively, with life		
imploring	begging, praying, beseeching		
obliterated	completely destroyed, removed		
solemn	sombre, dark, 'a solemn look', used to describe an atmosphere, situation which is grave, serious		

In collaboration with the class History teacher, Iliana Stoicheva, it was decided to produce a glossary of terms and explanations to accompany the chapters of the textbook. A column was left for students to fill in with a Bulgarian phrase.

The phrases were given according to what the lexical knowledge of the ex-prep students was considered be. In a survey given to the experiment class 90% of the class considered the glossary to be helpful both for learning the History and for studying the History in English.

Year 9 History Lexis Test, February 2000 - Chapters 11 and 12

11 The Holy War: The Eastern Conflict in the Seventh Century

11A Heraclius (610 - 641)

The Persians drew their inspiration and vigour from their religion.

Explain in your own words the meaning of 'drew their inspiration'.

That is why to the Persians, their war with Byzantium for acquiring new territories was merely background for the real conflict, the struggle to submit Christ to Ormuzd. The stakes were big and the conflict between the two imperial armies became a war for their holy sites and relics.

Explain in your own words the meaning of 'The stakes were big'.

Christian humiliation reached its worst with the Persian blasphemies committed in Jerusalem. It was then that the Church intervened in order to react to the Persian attacks, which had been directed against it.

Explain in your own words the meaning of 'intervened'.

11B The Holy War

The medieval Christian was above all a warrior. He understood the faith God required from man as a "pledge of fidelity" that bound God, the commander, to man, the warrior, in the war of good against evil.

Explain in your own words the meaning of 'fidelity'.

11C The new enemies of the Cross: the Arabs

No strategy could drive the Arabs away. They were after the heart of the Christian Empire. The armies of Constantine IV Pogonatus (668-685) finally succeeded in repulsing the Arabs in 678, burning almost all of their fleet with the help of an ignitable composition called "Greek fire".

Explain in your own words the meaning of 'repulsing'.

12 The militant faith: the world of Islam

12A The Arabs and their environment

A century before they were to become the most powerful adversary to the Christian world, the Arabs represented a wide spectrum of Semitic peoples living on the Arabian Peninsula.

Explain in your own words the meaning of 'adversary'.

12B Mohammed and the Islamic doctrine

Mohammed insisted on rejecting pagan idols and recommended moral justice and generosity to the poor. His teachings attracted followers and he stirred up the local wealthy leaders' discontent, being forced to leave Mecca for Yathrib (today in Saudi Arabia).

Explain in your own words the meaning of 'stirred up'.

What is more interesting is the role of the Koran in Islamic society. It was the crucial document of Arabic culture not only because of its content but because it propagated the Arabic tongue in a written form. The Koran defined the spiritual and social code of the faithful. In a certain sense, to the Muslim believer the Koran was not only the holy book, but the "only one".

Explain in your own words the meaning of 'crucial'.

12C The Islamic Empire

By the mid-7th century the caliphate had become quite large, which caused controversies about political ascendancy and effective governance.

Explain in your own words the meaning of 'controversies'.

A dense road network was built and a cadastre was established to facilitate administration.

Explain in your own words the meaning of 'facilitate'.

12D The community of the faithful

Islam did not know social hierarchies. There was no rigid division between nobility and common people.

Explain in your own words the meaning of 'rigid'.

The civilization the Arab community brought was primarily urban, as the conquerors were either merchants or nomads.

Explain in your own words the meaning of 'primarily'.

The History teacher asked me to prepare a test on the lexis we had prepared from two chapters of the textbook. The following test was produced. Notes and results of the test which was given to two classes. One class had the glossary each chapter the other class did not.

The vocabulary test was given to two test groups. The first group, Group A, had been working continuously with a glossary of the textbook terms and the second, Group B, had not. The test, see test sheet, involved students reading a short extract from the textbook in which a phrase was underlined. Students had to explain, to give their understanding of, the phrase in their own words.

The results for Group A are as follows:

26 students took the test
22 students got 6
2 students got 5.50
1 student got 5
1 student got 4.50

The results for Group B are as follows:

23 students took the test
1 student got 6
5 students got 5
1 student got 4.50
4 students got 4
1 student got 3.50
4 students got 3
1 student got 2.50
3 students got 2
3 students got 1

The results of this test survey raise important issues concerning the use of translated textbooks and how students cope with them. Students openly admit they learn material by heart for tests and subsequently remember little of the English or the history.

I took the principle that if the students explanation could be understood to give the meaning intended by the phrase in the text it merited a full mark. For example, 'Controversies' – When people with different opinions argue about something, we say that there is a controversy between them.

I did not penalize explanations given in a different tense. For example, 'drew their inspiration' – feel inspiration. If a student gave an explanation which only partially gave the meaning in the text, I gave a half mark. For example, 'There was no rigid division between nobility and common people' – something which is not visible in the behaviour of the people.

The test is really a comprehension activity and so the aim is to evaluate the students' understanding of the terms in the contexts given.

There is much to say about this. For example, several students wrote that 'stirred up' means 'mixed'. While it is possible to have 'mixed feelings', the meaning in this context is clearly 'roused', 'whipped up'.

On the other hand, 'The stakes were big' was given by a number of students from Group B as 'there was a lot to lose'.

It could be said that the students who did well from Group B have a good general vocabulary. It needs also to be said that the students who did badly from Group B probably struggle every lesson with new lexis.

I have the impression with Group A that the number of new lexical items is decreasing each week as much of the vocabulary is repeated. I am aware that I include much of the repeated vocabulary anyway because I think it is useful phraseology for the History being studied and so in highlighting the words and phrases there is a good chance that the students will remember the key vocabulary. I also ask myself whether or not students from groups like Group B ever get to this stage, the stage of adding vocabulary to their long term memory. It is probably more likely that students expend a great deal of effort learning the vocabulary-heavy texts by heart for test purposes and in consequence forget the history content and don't learn, remember or use the new vocabulary in any productive way.

News

Dear Keith,

Just read your posting. It all looks very interesting regarding EAC matters in Bulgaria.

I've just come back from a conference in Vienna which was largely concerned with language across the curriculum. There are loads of very interesting things happening there with ministry support. Do you have any contact with Stuart Simpson who seems to be co-ordinating things for the Vienna Board of Education. The deputy head of the bilingual school in Sucany, Slovakia is very active in setting up a national bilingual project which is due to begin from April 2000. I'm copying this message to her and also making sure that she sees your posting. I also think if it would be good if she contacts you other members of the Bulgaria team as I'm sure that we can learn from your work over the last few years.

Our project is going to involve up to 20 schools involving English, French, German, Spanish and Italian languages. Most of these have what are called 'bilingual sections' but what they are really talking about is EAC. This will be, at present, a two year project and as we move into the second year we want to develop the project internationally. The shape of this is still unclear in our mind except for the need to co-operate with professionals across the region. My initial feeling is that it might be good to put in a bid for ELTeCS funding in the June round of bids. If such a bid is seen to be presented by a number of countries then it will have a serious chance of success.

Let me know what you think and hopefully we can keep in contact and develop this.

All the best,

Phil Dexter

British Council

Central Slovakia ELT Advisor

dexter@bb.web.sk

Dear Keith,

this is a head of the Narva Resource Centre, Estonia writing concerning the issues you discussed recently with Bulgarian Network of Teachers of English on Saturday, 26th February. I found some of them very interesting and wonder whether it is possible to get a copy of the Newsletter where you are going to publish them if I have understood correctly?

I would very much appreciate if you could answer me.

With best regards,

Viktoria Sussakova

The Narva Resource Centre

Kerese 14

20304 Narva

Estonia

tel.: +37 256 478387

fax: +37 235 61911

e-mail: viktoria.sussakova@neti.ee

Dear Keith

I notice from your ELTECS Digest entry of 23/1/2000 that you are involved in LAC in Bulgaria.

There is interest in starting up a small LAC project here in Poland and at the moment I am engaged in a feasibility study of this. I would be grateful of any advise, help you could offer in this area from your own experience in setting up the Bulgarian project and how it has progressed. Advice on how to proceed would be most useful especially warnings of any pitfalls you encountered along the way and could forewarn me.

In particular I notice from your entry that you are trying to get help (including funding?) from Lingua and from 'Science Across Europe' trainers. How did you get in touch with these groups?

Of course, I promise to keep you informed of developments here and would hope that there can be some more formal co-operation between Polish and Bulgarians engaged in this work.

I look forward to hearing from you.

Donald Sargeant

ESP Consultant SPRITE Project

British Council Partner Library

91-415 Lodz pl. Wolnosci 2

Tel: +48 +42 630 17 90; fax: +48 +42 630 14 63

home: +48 +42 645 93 69; mobile 605 40 46 14

The work of FACT, Bulgaria is attracting the interest of colleagues in other countries. You may have answers to many of the questions raised here. This section is for colleagues to write with issues which concern them. We will also print answers which result from letters printed.

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**C E T E F L - L : Who We Are:**  
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The Central and Eastern European Teachers of English as a Foreign Language (CETEFL-L) is an listserv-based professional association, which strives to serve the needs of EFL teachers who live and work here in Central/Eastern Europe.

Although our group is designed specifically for EFL- teachers, -teacher-trainers and -teacher-trainees (whether or not they native-speakers of English) we are open to ALL those interested in our main topic

"Living in, and Teaching EFL in, Central and Eastern Europe"

... regardless of whether they are currently living or teaching in Central/Eastern Europe, or just hoping to come here someday.

~~~~~  
**CETEFL-L's mission is:**  
~~~~~

1. To encourage its members to post messages on EFL -methodology, -problems(/solutions), - projects, -issues, etc. so as to stimulate an ongoing dialog within the group. Such a dialog can provide a rare forum within which members have the right to ask for professional help, without fear of looking foolish or of receiving ridicule.
2. To provide information on EFL training courses available to members via email, as well as those courses, seminars, conferences, conventions and other EFL events taking place throughout C/E Europe;
3. Provide an information/support group for members who are seeking to move within (or into) C/E Europe. This includes:
 - * Current employment information for EFL jobs;
 - * Current information on potential EFL employers;
 - * General regional economic and social information
4. To archive (or reference) materials useful for teaching EFL in C/E Europe, and accessible exclusively to members.
5. To stimulate (over time) a spirit of comradeship among our members, all of whom are EFL/ESL professionals interested not just in their individual careers, but also in their collective profession: EFL teaching.
6. To promote better understanding of the members' cultures, as well as of their personal perspectives which are largely the children of those cultures.

If you would like to subscribe to our group,
you should send this:

TO: LISTSERV@CESNET.CZ
Subj: (Please leave Blank)

SUBSCRIBE CETEFL-L First-name Surname

If you have any questions or problems with getting the above message to function for you, feel free to contact me.

Dennis Hickman, M.Ed.
CETEFL-L System Administrator
DennisH@iol.cz

Dennis Hickman heard of the work of the FACT group and asked that we advertise the Internet list given.

This is clearly a list which FACT supports with its spirit of support and professional development and we encourage any colleagues with access to Internet to subscribe free to the address given.

Lingua Applications and Courses: A Quick Reference

The FACT group was united in its concern for the lack of information for teachers around Bulgaria concerning the opportunity for in-service training funded by the European Union Lingua B Action and so it was decided to use this space to try to inform colleagues on what is available and how to go about getting involved.

3 steps to take

- 1 Identify an in-service course
- 2 Apply to attend the course
- 3 Apply for Lingua funding after confirmation from the course that you have been accepted

This may sound simple, but there are problems. Some common problems colleagues mention are: identifying a course; filling out the application form; making sure you meet the deadline. This is understandable given that this activity is relatively new in Bulgaria. There have been two rounds of applications so far (October 1st, 1999 and March 1st, 2000). Assuming the next round is going to be for a deadline of October 1st, 2000, colleagues can do a lot to prepare in advance.

- 1 Identify an in-service course

A good source of information is the British Council, Sofia. Another source is the Internet, though this can be time consuming. The British Council can give advice concerning the courses available, but a good step would be for colleagues to collate information and to make available a list of courses identified as being good value for money. Returning trainees have a lot to offer here. We would like to invite such colleagues to write to the FACT group with a report of their experiences on in-service courses. Eventually, a database of information can be put together. This Newsletter would be an ideal forum for distributing such information. Some courses, for example, are advertised as 'refresher courses', 'language improvement courses' and so on. The challenge to Bulgarian colleagues is to determine which courses are worth spending Lingua money on and which are not. There is a lot of time between now and October and we would be pleased to gather useful information and make it available to colleagues around the country.

- 2 Apply to attend the course

Many courses offer places to 'Lingua' applicants and so there is a tradition for offering a place with the proviso Lingua funding is received. In fact, colleagues need to be aware that they need a confirmation letter of some kind to accompany their application for funding from Lingua.

- 3 Apply for Lingua funding after confirmation from the course that you have been accepted

It may be too late to begin the process of application if colleagues wait until the application forms become available. Mr Kiril Velitchkov at the Ministry of Education as well as local school inspectorates have copies of the forms. We are also led to believe that the forms can be obtained in the future directly from the EU web site. Try <http://culture.coe.fr/edu/eng/edulist.html>.

You may need to search around in the site for the correct form.

You will need a 'sluzhebna belezhka' from your school to accompany your application.

The host institution is the institution where you have been accepted for the course.

Obviously the EU wants to spend its money well and so the section on the aims and objectives of the project as well as the impact of the project are important. Though a visit to a training institution at home or in a foreign country may be a valuable personal experience it may be useful to consider how the training can be shared when colleagues return to Bulgaria. Is it possible to arrange meetings back in Bulgaria to share new knowledge and experiences? Is it possible to follow up the visit with a link with an institution in the host country which may lead to a longer term impact?

These are all questions which may contribute to an application and enhance the profession in general.

We look forward to hearing from those of you who are successful with your reports and advice...

SCIENCE ACROSS THE WORLD



The following is a posting to ELTECs-L discussion list reporting on the visit of SAW to Bulgaria:

Dear List,

British Council, Bulgaria, English Across the Curriculum Project (co-funded by SHELL, Bulgaria) in collaboration with the Association for Science Education/BP Amoco's Science Across the World carried out a week of workshops in 3 locations in Bulgaria involving over 60 teachers and 33 schools and University faculties.

At first I must admit that I was skeptical about the amount that could possibly be achieved with 3 day and day-and-a-half workshops carried out by specialists imported to Bulgaria with very little, if any, knowledge of teaching and learning in the Bulgarian context. I hadn't, however, had much prior experience of Science Across the World and neither had I had the pleasure of working with (or bargained for) Nigel Heslop - senior science teacher - or Janeen Leith - freelance language teaching consultant.

My own reservations had completely dissolved by about a third way through the first workshop and it became clear to me the value of participation in Science Across the World for Bulgarian teachers.

In short, for those who do not know what the project represents, here is a brief outline. Teachers choose a topic in an area of interest or curriculum relevance and register for participation in the project for \$12. They receive the topic materials pack and the data-base of contacts and teach the material. The materials involve some form of research in the local context which is then sent of to contacts identified in the data-base who are or have carried out the same topic. They then wait to receive material from these schools. There is so much more to the project than this but it at least describes physically what happens and colleagues may like to visit the Science Across web site at: www.scienceacross.org to find out more.

I would like to describe what the week offered for Bulgarian colleagues and education in Bulgaria and what is now in place for future activities and teacher professional development.

The methodology is one which advocates active learning and this is itself a change and a challenge to many colleagues (I use their own words) having to cope with the constraints of the curriculum guidelines they follow in their specific subjects. The project offers a classroom dynamic which moves the focus away from the teacher to the students and the local context. "I don't tell the students the answers, the students are given the instruments to go out and find the answers", as Nigel expressed.

There is a great deal of responsibility placed on the shoulders of those who decide to get involved in the project. Indeed, the nature of the project is one where the participating teachers and students cannot get very much from it without contributing themselves first.

For me personally the week was one which carried many risks. There was a good deal of delegation of tasks among colleagues in preparing for Nigel and Janeen's visit. In the end, many thanks must go to teachers and teacher trainers in the venue areas for communicating with other colleagues and getting the group of content and language teachers together. Thanks also to school directors for providing accommodation and for freeing teachers to attend the event. Plovdiv inspectorate of schools is to be thanked for its role in communicating with colleagues and advertising the event. One risk in inviting teachers to attend events is that the ownership of the training may not lie with the teachers themselves and there is a chance that little will be achieved. There was a risk of this here, too.

I will let the numbers speak for themselves:

61 teachers attended the workshops and 41 of these teachers committed themselves to participating in Science Across the World and this will involve 22 of the 33 schools (and university faculties) represented.

The British Council, Bulgaria has agreed to fund the initial registration of these schools in Science Across the World. My role in preparing for the week was very much one of support and encouragement for the teachers organizing the workshops and then planning collaboration with them for when their projects begin. Some colleagues agreed to support each other from different schools and from different subjects. The challenge for me will be getting around so many schools to offer support.

The first issue of FACT Newsletter - Forum for Across the Curriculum Teaching - expected in April will be one way of offering some support and discussion on the progress of the projects. The application form for registration in Science Across the World will also appear in this issue.

Additionally, there was some discussion concerning the identification of a Science Across the World representative for Bulgaria as well as future workshops and Summer Schools and some input in IATEFL EAST to be held in Plovdiv, Spring 2001.

The relationships which were created this week among colleagues and between Bulgaria, the British Council and Science Across the World will lead to cultural exchange, methodological discussion and innovation in education in Bulgaria in a supportive and yet challenging framework. In short, the week's workshops provided commitment and enthusiasm on all sides for a continuation of the work begun.

Keith Kelly
English Language Education Specialist
The British Council, Bulgaria
keith.kelly@britishcouncil.bg

SCIENCE ACROSS THE WORLD MEMBERSHIP AND TOPIC ORDER FORM

Please tick the topic(s) you wish to order at **12 US\$** or **12 Euros** or **£8 Sterling each**

- 1 Acid Rain
- 2 Biodiversity Around Us
- 3 Chemistry In Our Lives
- 4 Domestic Waste
- 5 Drinking Water
- 6 Global Warming
- 7 Keeping Healthy
- 8 Renewable Energy
- 9 Road Safety
- 10 Solar Energy
- 11 Using Energy at Home
- 12 What Did You Eat?
- 13 Disappearing Wetlands
- 14 Dwellings
- 15 Plants In Our Lives
- 16 Tropical Forests

Topics 1 to 12 inclusive will be sent to you in 6 languages - English, French, German, Italian, Portuguese and Spanish.

Topics 13 to 17 inclusive will be sent to you in English only.

Certain topics are also available in Catalan, Danish, Dutch, Greek, Hungarian, Japanese, Polish, Russian, Swedish, Thai, Turkish and Vietnamese. Please contact ASE on the number below for further details.

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Needs and Standards

At the first meeting of what is now called FACT (Forum for Across the Curriculum Teaching) much of the discussion revolved around what colleagues saw as the major needs of the profession. This led to the discussion of a document of needs and standards which is printed below. This document is open to comments from all Language Across the Curriculum teachers around the country and it is hoped will eventually form the basis for a policy document on Teaching Language Across the Curriculum.

Needs

Teachers:

- need to create a relaxed atmosphere because of difficulty in the foreign language
- need to develop a common methodology with other English Across the Curriculum subjects (improve knowledge of methods and of English)
- need to keep the high academic reputation of Bulgaria in these subjects
- need to have collaboration between teachers of English and subjects
- need to use English for communication in class
- need to use original texts in English
- need to use activities which respect different memory types
- need to have smaller classes (maximum 16)
- need to find out what funding is available for supporting their teaching and seek alternative funding for supplementary materials

Standards:

- English Across the Curriculum lessons are not simply a translation of the Bulgarian material
- as far as possible the reason for English Across the Curriculum should be communication about the content in the foreign language
- where language is beyond the level of the students there needs to be some mechanism of support
- classroom language needs to be in the target language as much as possible
- content is important but language demands must be realistic (the use of the Mother Tongue is significant here)
- one of the main aims of the teacher is to maintain the interest of the students
- both mother tongue and target language may be used (but for a reason)
- an English Across the Curriculum lesson should be based on strong methodological foundations (structure of lesson – introduction, recap, new material, exercise)
- a variety of forms of interaction should be used in the classroom (group, pair, individual, teacher to students, student to student etc)
- a variety of forms of note-taking and sources of information should be used (grids, supplementary materials)

PLEASE SEND US YOUR COMMENTS, ADDITIONS, ALTERATIONS

Useful Language Web Sites

http://www.eurocllc.net/multilingual_matters
<http://www.multi.demon.co.uk/journals.htm>
BBC Learning English
<http://www.bbc.co.uk/worldservice/learningenglish/downloearth/index.htm>
article on classroom collaboration
<http://www.gsn.org/teach/articles/collaboration.html>
Earthweek Planet Magazine
<http://www.earthweek.com/>
Environmental Education Network Resources Page
<http://www.envirolink.org/envirored/envirok12.html>
Global Issues
<http://www.countryschool.com/gisig.htm>
John Korber One World Lessons
<http://members.aol.com/Jakalk/ESL Lessons.html>
Ask ERIC Geography Lessons
http://erctr.syr.edu/Virtual/Lessons/Social_St/Geography/index.html
LATEFL
<http://www.latefl.org/>
The Linguist List Resources page
<http://www.linguistlist.org/esl.html>
'Volterre France' English and French Language Resources
<http://www.wfi.fr/volterre/confv.html>
Spectrum ELT magazine
<http://www1.oup.co.uk/elt/magazine/>
English Language Teaching Journal
<http://www3.oup.co.uk/eltj/>
NOVELTY: A Journal of English Language Teaching and Cultural Studies in Hungary
British Council
<http://ipsun.jpte.hu/~joe/novelty/>
Internet TESL Journal Lesson Plans
<http://www.aitech.ac.jp/~iteslj/index.html>
Links
<http://www.aitech.ac.jp/~iteslj/links/TEST/>
English Language Gazette
<http://www.elgazette.com/>
IATEFL BESIG (Business English) homepage
<http://www.lydbury.co.uk/besig/>
Welcome to the British Council, Locations page
<http://www.britcoun.org>
EU Education
<http://culture.coe.fr/edu/eng/edulist.htm>

EU Educational Projects and Funding
<http://europa.eu.int/en/comm/dg22/dg22.htm>
EU pages on Bilingual Education
<http://culture.coe.fr/ccnl/documentation/thematic.htm>
NCBE Bilingual Education Links Page
<http://www.ncbe.gwu.edu/links/biesl/>
Article: Integrating Language and Culture in Middle School American History Classes
<http://www.ncbe.gwu.edu/misepubs/ncrcdsl/ep8.htm>
Article: Integrating Language and Content Instruction: Strategies and Techniques
<http://www.ncbe.gwu.edu/ncbepps/pigs/pig7.htm>
NCBE: Bilingual Curriculum and Instruction
<http://www.ncbe.gwu.edu/library/curriculum/index.htm>
Article: Preparing Secondary Education Teachers to Work with English Language Learners: SCIENCE
<http://www.ncbe.gwu.edu/ncbepps/resource/ellis/science.htm>
SAINT: The Swedish Association of Bilingual and Immersion Teachers
<http://hem.passagen.se/wmsjoh/index.html>
Article: Teaching Science to English Learners, Grades 4-8
<http://www.ncbe.gwu.edu/ncbepps/pigs/pig11.htm>
The European Schools Project (ESP) is a project for promoting telecommunication between primary and secondary schools all over the world
<http://www.kuleuven.ac.be/soi/esp/esphome.htm>
ZSE-III, an Austrian Bilingual School's Site
<http://www.zse3.asn-graz.ac.at/>
KulturKontakt Austria: Cultural and Educational Cooperation with Central and Eastern Europe
<http://www.cso.net/kk/english/fbildung.htm>
DFFE, UK: The National Curriculum
<http://www.dfee.gov.uk/hc/>
Beginners' Guide to Molecular Biology
<http://www.res.bhsr.ac.uk/molbio/guide/>
Geometry online
<http://math.rice.edu/~janus/Geom/>
Front for the xxx Mathematics Archive
<http://front.math.ucdavis.edu/>
Geometry through Art
<http://forum.swarthmore.edu/~sarah/shapiro/>
The Geometry Web Page
<http://www.kutztown.edu/~fithian/geometry.html>
Web Sites and Resources for Teachers
<http://www.csun.edu/~vceed009/index.html>

PLEASE SEND US ANY
WEB SITES YOU HAVE
FOUND USEFUL SO WE
CAN SHARE THEM WITH
COLLEAGUES AROUND
THE COUNTRY. If you visit
these sites, write to us with
your impressions.

Уважаеми преподаватели,
обръщаме се към Вас с молба да отделите време и да отговорите на нашите въпроси относно поредицата GEOGRAPHY/HISTORY/BIOLOGY. Преките Ви впечатления от обучението в клас и препоръките Ви ще ни дадат полезни насоки както за усъвършенстването на тези успешни помагала, така и за работата ни по следващи заглавия от поредицата.

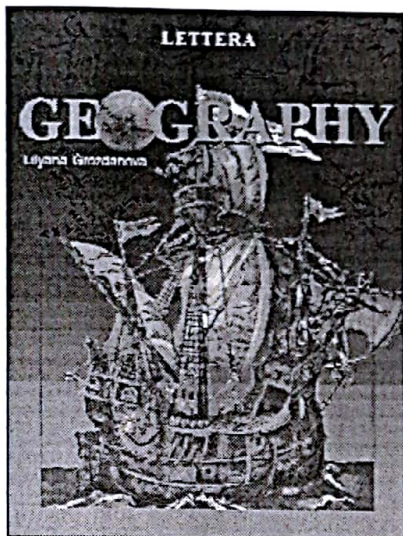
1. Кое от трите помагала познавате/използвате?
 2. Бихте ли препоръчали поредицата на преподаватели по други предмети?
 3. Достъпни ли са за учениците включените теми?
- Кои теми, задачи и упражнения най-много им допадат?
4. Има ли текстове, упражнения и задачи, които не „работят“ в клас? Ако да, поради каква причина? (трудност, лоша илюстрация, неяснота, др.)
 5. Как използвате помагалото? (в часовете по английски език или по съответния предмет; за домашна работа; частни уроци; при подготовка на изпитни материали, други) Моля, посочете
 6. Кое умение се развива най-добре? speaking listening reading writing
 7. Според Вас кое трябва да е следващото заглавие от поредицата:
физика и астрономия химия изкуства
математика психология и философия

Благодарим Ви за вниманието.
Моля, върнете попълнения формуляр на адрес: Пловдив 4000, п.к. 802
ИЗДАТЕЛСТВО Л Е Т Е Р А

Уважаеми преподаватели,
обръщаме се към Вас с молба да отделите време и да отговорите на нашите въпроси относно поредицата GEOGRAPHY/HISTORY/BIOLOGY. Преките Ви впечатления от обучението в клас и препоръките Ви ще ни дадат полезни насоки както за усъвършенстването на тези успешни помагала, така и за работата ни по следващи заглавия от поредицата.

1. Кое от трите помагала познавате/използвате?
 2. Бихте ли препоръчали поредицата на преподаватели по други предмети?
 3. Достъпни ли са за учениците включените теми?
- Кои теми; задачи и упражнения най-много им допадат?
4. Има ли текстове, упражнения и задачи, които не „работят“ в клас? Ако да, поради каква причина? (трудност, лоша илюстрация, неяснота, др.)
 5. Как използвате помагалото? (в часовете по английски език или по съответния предмет; за домашна работа; частни уроци; при подготовка на изпитни материали, други) Моля, посочете
 6. Кое умение се развива най-добре? speaking listening reading writing
 7. Според Вас кое трябва да е следващото заглавие от поредицата:
физика и астрономия химия изкуства
математика психология и философия

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ИЗДАТЕЛСТВО Л Е Т Е Р А



за профилираните гимназии и паралелки в СОУ
с интензивно изучаване на английски език

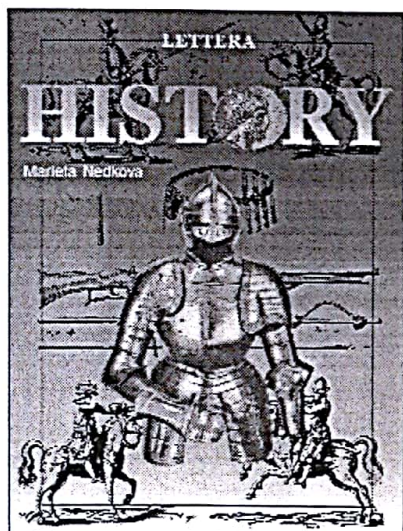
Помагалата са одобрени от МОН
с Протокол № 6/12.05.1999 г.

HISTORY от Мариета Негкова **7,00 лв.**

Научен редактор: Илияна Стойчева

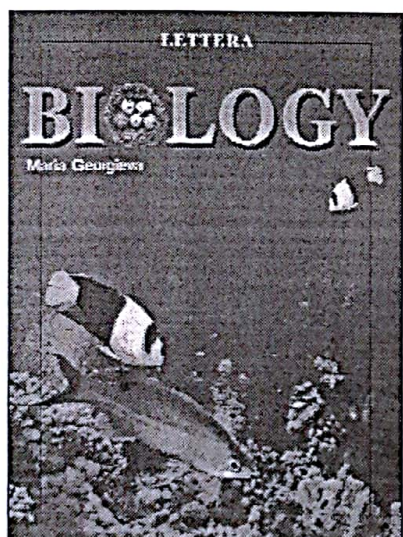
GEOGRAPHY от Лиляна Грозданова **7,50 лв.**

Научен редактор: Елена Иванова



BIOLOGY от Мария Георгиева **7,50 лв.**

Научен редактор: Мария Магжарова-Ангелова



- Подпомагат обучението по английски език и обогатяват основния учебен курс по предмета, като въвеждат специфична лексика и терминология.
- Поредицата разработва най-важните теми от съответната дисциплина в автентични текстове, упражнения и задачи за самостоятелна работа.
- Всяка помагало съдържа отговори към упражненията, речник с транскрипция, много актуални карти, схеми и информативни изображения, които онагледяват съдържанието и са съставна част от ред упражнения.
- Съвременният методически подход стимулира целенасочената допълнителна работа и творческото мислене.
- Цветни, богато илюстрирани издания.

ИЗДАТЕЛСТВО „ЛЕТЕРА“

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