

2023

TWO PONDS

ELT CATALOG

Academic Literacy Skill 향상을 위한 최적의 교재
National Geographic 콘텐츠로 학습하는 Skill 통합 교재

PATHWAYS

Reading, Writing, and Critical Thinking

[2nd Edition]



□ Program Overview

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출판사	Cengage Learning
대상	High Beginner – Advanced
레벨	Foundations · 1 · 2 · 3 · 4 / Split Version A · B
구성	<ul style="list-style-type: none">• Student Book with Online Workbook• Presentation Tool• Assessment with ExamView• Teacher's Guide• Classroom DVD

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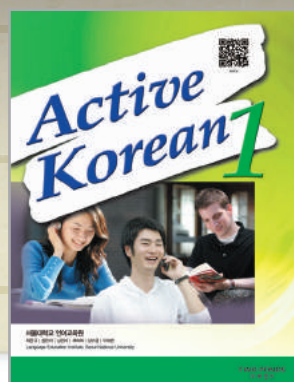
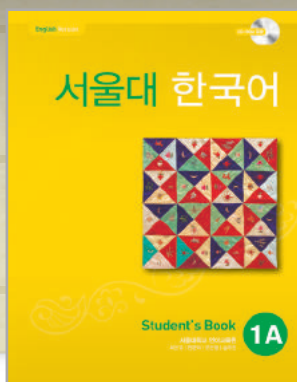
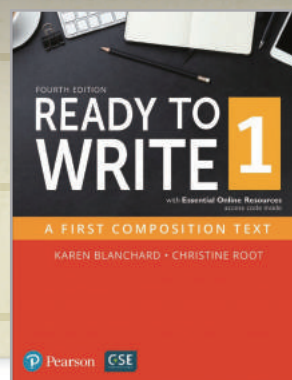
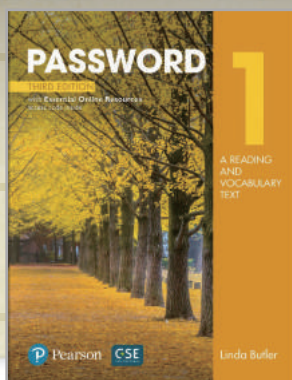
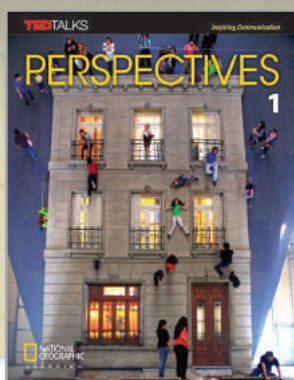
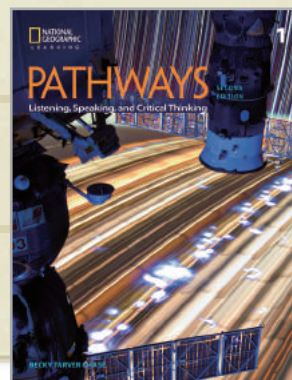
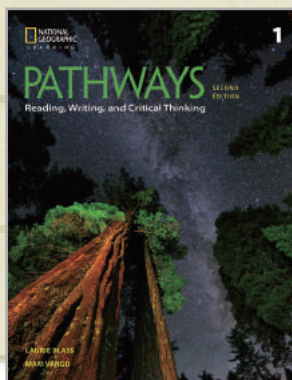
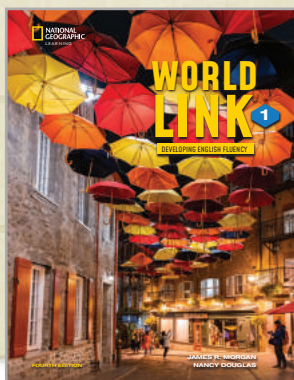
Level Chart

Page	Title	Beginner	High Beginner	Low Intermediate	Intermediate	High Intermediate	Advanced
CONVERSATION							
6	NEW World Link (4th Edition)	•	•	•	•	•	
8	Perspectives	•	•	•	•	•	
10	Side by Side Extra (3rd Edition)	•	•	•	•	•	
12	Active Skills for Communication	•	•	•			
13	Debate with Current Issues		•	•	•		
LISTENING/SPEAKING/PRONUNCIATION							
16	Pathways: Listening, Speaking and Critical Thinking (2nd Edition)		•	•	•	•	•
18	Well Said: Pronunciation for Clear Communication	•	•	•	•	•	•
20	Pronouncing American English (3rd Edition)	•	•	•	•		
READING/VOCABULARY							
22	Weaving It Together (4th Edition)	•	•	•	•	•	
23	Password (3rd Edition)	•	•	•	•	•	
24	Pathways: Reading, Writing and Critical Thinking (2nd Edition)		•	•	•	•	•
26	Active Skills for Reading (3rd Edition)	•	•	•	•	•	
28	Reading Focus	•	•	•	•		
29	Reading & Vocabulary Development	•	•	•	•		
30	Fiction in Action: Whodunit			•	•		
31	Impressions				•	•	•
32	American Roots: Readings on U.S. Cultural History				•		
	The U.S.A.: Customs and Institutions (4th Edition)					•	•
33	American Ways: An Introduction to American Culture (4th Edition)					•	•
34	Words for Students of English		•	•	•	•	•
WRITING/GRAMMAR							
36	Ready to Write (4, 5th Edition)	•	•	•	•	•	
38	Sentence Essentials: A Grammar Guide				•	•	•
	Paragraph Essentials: A Writing Guide				•	•	•
39	Engaging Writing: Essential Skills for Academic Writing				•	•	•
40	The Grammar Book (3rd Edition)				•	•	•
TEST							
42	알감자 TOEIC® START	•	•				
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BUSINESS ENGLISH	
48	Powerful Presentations: 6 Steps to Success
49	The Vocational English Series
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58	The Study Skills Handbook (4th Edition)
RESOURCE BOOKS	
60	The Practice of English Language Teaching (5th Edition)
62	Learning Teaching (3rd Edition) Beyond the Sentence
63	Teaching English Grammar Teaching Reading Skills
64	Uncovering CLIL Uncovering Grammar
65	400 Ideas for Interactive Whiteboards 500 Activities for the Primary Classroom
66	700 Classroom Activities An A-Z of ELT
67	Blended Learning Children Learning English
68	Discover English Sound Foundations
69	Teaching Practice Uncovering EAP
70	Case Studies in Language Curriculum Design Language Curriculum Design
71	Acoustic and Auditory Phonetics (3rd Edition) An Introduction to Syntactic Analysis and Theory
72	Introduction to Pragmatics Sense and Sensitivity: How Focus Determines Meaning
73	Studying English Literature and Language (3rd Edition) Language Teaching Research & Language Pedagogy
74	Introducing Second Language Acquisition English for Language and Linguistics
75	Exploring Second Language Classroom Research Teaching English as a Second or Foreign Language (4th Edition)
76	Teaching Language in Context (3rd Edition) Learning to Teach English
77	The Grammar Book (3rd Edition) 영어 평가 방법론 A Guide to English Language Testing (개정 4판)
KOREAN	
80	서울대 한국어
85	한국어
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BEST

TITLES



CONVERSATION

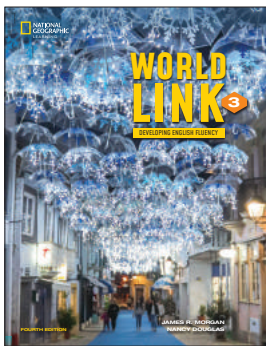
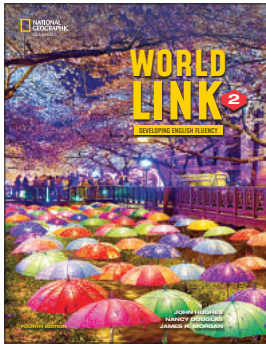
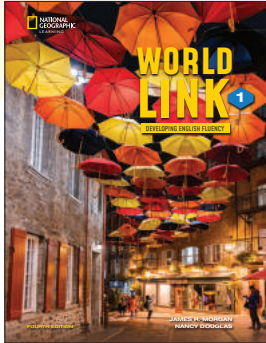
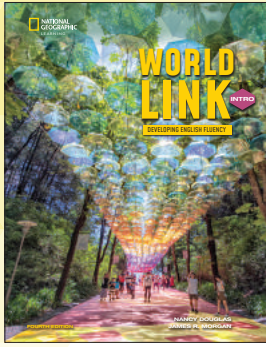
6 • World Link [4th Edition]

8 • Perspectives

10 • Side by Side Extra [3rd Edition]

12 • Active Skills for Communication

13 • Debate with Current Issues



World Link NEW [4th Edition]

Beginner - High Intermediate

Nancy Douglas | James R. Morgan

유창성 향상을 위한 의사소통 능력 훈련용

4 Skills 통합 교재!

World Link는 영어 말하기를 중심으로 듣기, 읽기, 쓰기 등 통합적인 영어 능력을 키우기 위한 4 Skills 통합 교재이다.

- 학습 주제와 관련된 재미있고 풍부한 National Geographic 이미지와 비디오 자료를 통해 학습자들의 흥미를 유발한다.
- 소셜미디어, 방송 및 뉴스, 생활상 등 흥미로운 주제와 최신 이슈를 다루고 있으며, 실생활에서 유용하게 활용할 수 있는 표현들을 다양하게 익힐 수 있다.
- 4th Edition에서는 B2(Upper-Intermediate) 레벨인 4번이 새롭게 추가되었다.
- 4th Edition 신설 코너
 - [Active English]: 학습자들의 의사소통 능력을 향상시킬 수 있도록 다양한 말하기와 쓰기 활동을 제공한다.
 - [Global Voices]: 매 유닛이 끝날 때마다 비디오를 보면서 실제 생활에서 벌어지는 일들에 대해 논의할 수 있도록 한다.
 - [Real World Link]: 세 유닛이 끝날 때마다 배운 내용을 확인할 수 있는 새로운 과제를 제시한다.
 - [Writing Models]: 실질적인 쓰기 연습이 가능하도록 writing model을 부록으로 제공한다.
- PC뿐만 아니라 모바일 환경에서도 편하게 사용할 수 있는 Online Practice와 eBook을 제공한다. 다양한 연습 문제와 시험 준비를 위한 활동과 게임을 제공한다.

World Link, Fourth Edition teaches learners to communicate confidently. It develops integrated language skills with an emphasis on spoken English through familiar topics, relevant grammar, and essential vocabulary.

- World Link brings the world to the classroom through a famously fun video program, relatable National Geographic content, and teacher-tested lessons.
- A new Level 4 teaches confident communication at the B2 (upper-intermediate) level.
- New lesson features in the Fourth Edition help learners to:
 - Express themselves clearly through guided activities in the 'Active English' sections.
 - Personalize topics and speak with confidence using new 'Global Voices' videos that model language goals and lead into guided communicative activities.
 - Collaborate in projects that reinforce language lessons using the 'Real World Link' pages.
- World Link provides language instruction in print and digital that's perfect for all classrooms. For students, the mobile-friendly platform optimizes learning and practice through customized reteaching and adaptive practice.

World Link Intro-1-2-3-4

- Student's Book + Online Practice and eBook
- Combo Split A + Online Practice and Student's eBook
- Combo Split B + Online Practice and Student's eBook
- Online Practice and Student's eBook (only online)

- Teacher's Book
- Classroom Presentation Tool
- The NGL Online Placement Test

An updated, dynamic opening spread introduces the unit topic and related language through the “Warm-Up Video” and a beautiful National Geographic photograph.

Listening and Reading input in Lessons A and B preview the grammar structure students will study, building familiarity toward confident use.

Updated Speaking Strategy features, now with model audio, show students how to move through the stages of a conversation.

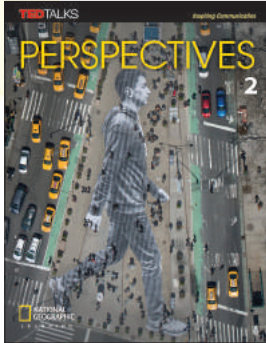
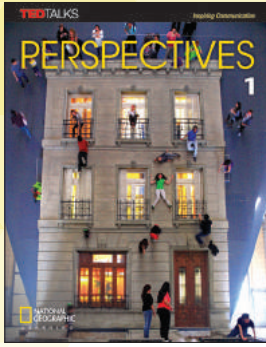
The flexible grammar presentation and communicative practice in the lesson, combined with the additional presentation and practice support in the Grammar Reference appendix.

Updated Reading selections more closely reinforce the language goals, vocabulary, and grammar of the unit.

For improved output, an updated Writing section is now supported by a new appendix that features annotated models.

Updated “Active English” sections bring together the Language Goals of the lesson in a variety of guided, communicative exercises that teach learners to express themselves clearly.

A new “Global Voices” video section at the end of each unit allows students to demonstrate achievement of the Language Goals by first watching real people model the language in a new video program and then speaking the language in the related activities.



Perspectives

Beginner - High Intermediate

Daniel Barber | Hugh Dellar | Amanda Jeffries | Lewis Lansford | Andrew Walkley

TED를 통해 사고력을 키워 주는 최신 4 Skills 교재

Perspectives는 영어로 자신의 의견을 제시하고 비판적으로 사고하는 데 필요한 4가지 언어 능력을 개발해 주는 교재이다.

- 매 Unit은 하나의 개념을 다양한 관점으로 탐구하고, 언어를 학습하며 새로운 방식으로 세상을 볼 수 있도록 한다.
- 각 Chapter의 Critical Thinking에서는 새로운 정보를 평가하고 자신만의 의견과 표현을 발전시켜 나감으로써 비판적 사고 전략을 배울 수 있다.
- Unit마다 TED 연사들의 독특한 견해에 초점을 맞추므로써 학습자들이 무한한 발상을 할 수 있는 환경을 만들어 준다.
- National Geographic 학습 자료의 효과적인 커뮤니케이션 예시를 통해 자신만의 명확한 의견을 표현하는 능력을 발전시킬 수 있다.
- 온라인으로 비디오, 오디오, 읽기 능력 향상을 위한 추가 Activity, ExamView, Teacher's Manual, Answer Key 등을 제공한다.

Perspectives is a four-skills series developing necessary ability to speak their own voice in English and to think critically.

- Every unit research one idea from different perspectives, giving students opportunities for practicing language as they look at the world in new ways.
- Students learn essential critical thinking strategies to evaluate new information and develop their own opinions and expression with 'Critical Thinking' questions in each chapter.
- Perspectives brings world of ideas into the classroom by focusing on the unique points of view of TED speakers.
- National Geographic learning materials help English learners develop a clear voice of their own through effective models of communication.
- Online resources contain video, audio, extra practice for reading skills, answer keys, ExamView, Teacher's Manual.

Perspectives 1-2-3-4

- Student Book
- Online Resources: Placement Test, Lesson Planner, Answer Keys, Classroom Presentation Tool, ExamView

6C Do Your Best

LISTENING

1. Can you think of a food that doesn't look good but tastes delicious?

2. Listen to a podcast about a fruit and vegetable seller in Tokyo. Are the sentences true or false? Rewrite the false statements.

3. Sendaiju is a small grocery store in Tokyo.

4. Sendaiju isn't very successful because it's too expensive.

5. In Japan, fruit is a popular gift because it's something you don't need.

6. In Japan, you get fruit as a gift almost every day.

7. The carrots sent to the shop probably don't come from Sendaiju.

READING

1. Interpret each historical expression that you see.

2. Customers like historical food and vegetables because of it.

3. In the past, most "high" food and vegetables were.

4. When you eat "high" food, you eat it.

5. People are interested in food and vegetables.

6. Some people like to eat vegetables that are not from the country.

7. Some people like to eat vegetables that are not from the country.

DISCUSS THE QUESTIONS

1. Do you think Sendaiju and its owner will be successful in the future? Why?

2. Which shop would you prefer? Sendaiju or a modern shop? Why?

Look at these carrots. Do you think they will taste sweet?

6A The Best I Can Be

VOCABULARY Goals and expectations

1. Match the words in bold with the correct definitions.

2. Choose the correct options to complete the meanings of the quotations in Activity 2.

3. Match the opposites. Use your dictionary if necessary.

4. Have you ever seen or experienced something that was perfect? What was it?

6B Finding New Ways Not so fast

READING

1. Work with a partner. Look at the photos and the caption. Discuss the questions.

2. Read the article. Answer the questions.

3. What is the main idea of the article?

4. What is the author's purpose in writing the article?

5. What is the author's attitude towards the topic?

6. What is the author's opinion on the topic?

CRITICAL THINKING

1. Read the Critical Thinking box. Then choose the word in each pair of opposites that best describes Pugh's style of swimming and personality. Use your dictionary if necessary.

2. Read the article. Then choose the word in each pair of opposites that best describes Pugh's style of swimming and personality. Use your dictionary if necessary.

3. Read the article. Then choose the word in each pair of opposites that best describes Pugh's style of swimming and personality. Use your dictionary if necessary.

6C Teach Girls Bravery, Not Perfection

READING

1. Read the Koffman's Listening Skills box. Match the contrasting ideas in the excerpts from the TED Talk.

2. Discuss the questions before you watch the talk.

3. Watch Part 1 of the talk. Choose the correct options to complete the sentences.

4. Watch Part 2 of the talk. Answer the questions.

5. Write a paragraph about the problem and possible solutions. Use the structure.

WRITING

1. Write a paragraph about the problem and possible solutions. Use the structure.

2. Write a paragraph about the problem and possible solutions. Use the structure.

3. Write a paragraph about the problem and possible solutions. Use the structure.

Side by Side Extra

[3rd Edition]

Beginner – High Intermediate

Bill Bliss | Steven J. Molinsky

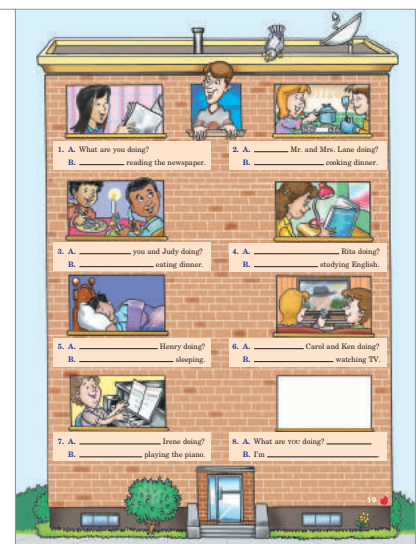
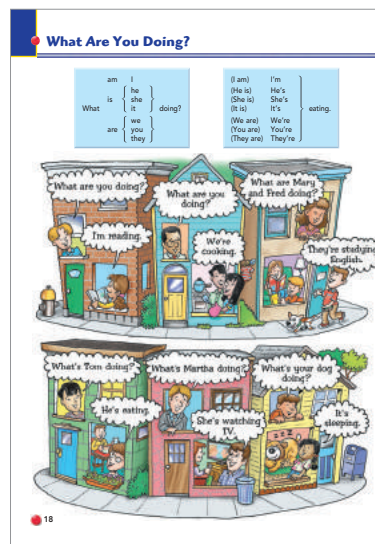
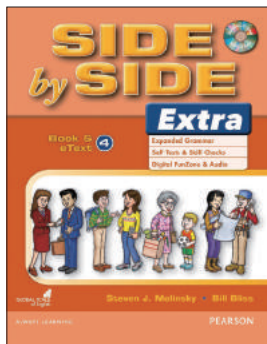
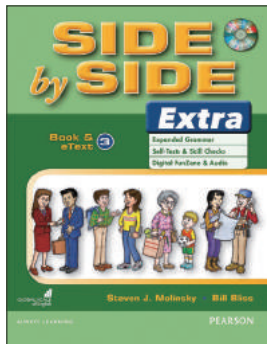
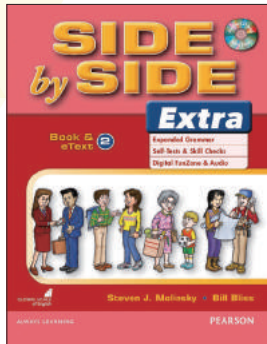
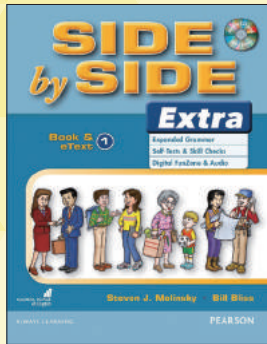
전세계 3,000만 영어 학습자들에게 도움을 준 Side by Side의 Enhanced Version

학습자가 일상생활에 꼭 필요한 언어 구사 능력을 얻을 수 있도록 최적화하여 만들어진 4 Skills 교재이다.

- Student Book에서 문법 연습이 확장되었고, Workbook에서는 읽기 및 쓰기 연습이 강화되었다.
- eText는 온라인 말하기 연습과 Activity, 게임, 동영상, 음악 등 다양하고 재미있는 자료를 제공한다.
- Student Book의 Chapter Test와 Skill Check를 통해 학습자가 스스로 향상 정도를 알 수 있다.
- Student Book, Workbook 그리고 eText에서 풍부한 부가 Activity를 제공하여 학습을 강화하고 확장시켜 준다.
- Teacher's Guide에는 Answer Key, Listening Script, Word List 등이 들어 있다.

Side by Side is a dynamic, all-skills program that builds students' general language proficiency and prepares them for their life-skill roles.

- Student Book offers expanded grammar practice and Workbook provides enhanced reading and writing practice.
- The eText serves as the student's virtual speaking-practice companion and offers activities, games, videos, music, and animations.
- Students can see how they are improving through chapter tests and skills checks in the Student Book.
- Student Book, Workbook, and the new eText provide a wealth of additional activities to reinforce and extend students' learning.
- Teacher's Guide offers answer keys, listening scripts, word list, etc.



SIDE by SIDE Extra 1-2-3-4

• Student Book with Audio CD • Teacher's Guide • Test Book • Workbook

What's Everybody Doing?

A. Where's Walter?
B. He's in the kitchen.
A. What's he doing?
B. He's eating breakfast.

1. *Karen*
park
eating lunch

2. *Mr. and Mrs. Clark*
dining room
eating dinner

3. *you*
bedroom
playing the guitar

4. *you*
living room
playing cards

5. *Gary and Jane*
yard
playing baseball

6. *Miss Baker*
cafeteria
drinking milk

7. *you*
library
studying English

8. *Ms. Johnson*
classroom
teaching mathematics

9. *Marvin*
bathroom
singing

10. *Martha*
hospital
watching TV

11. *your friend*
park
listening to music

12.

How to Say It!

Checking Understanding

A. Where's Walter?
B. He's in the kitchen.
A. In the kitchen?
B. Yes.

Practice conversations with other students.

Action Game!

What am I doing?
You're playing the guitar.
Pantomime an everyday activity for the class. Ask students, "What am I doing?"

READING

IN THE PARK

The Jones family is in the park today. The sun is shining, and the birds are singing. It's a beautiful day!

Mr. Jones is reading the newspaper. Mrs. Jones is listening to the radio. Sally and Patty Jones are studying. And Tommy Jones is playing the guitar.

The Jones family is very happy today. It's a beautiful day, and they're in the park.

AT HOME IN THE YARD

The Chen family is at home in the yard today. The sun is shining, and the birds are singing. It's a beautiful day!

Mr. Chen is planting flowers. Mrs. Chen is drinking lemonade and reading a book. Emily and Jason Chen are playing with the dog. And Jennifer Chen is sleeping.

The Chen family is very happy today. It's a beautiful day, and they're at home in the yard.

READING CHECK-UP

TRUE OR FALSE?

- The Jones family is at home in the yard today.
- Mrs. Chen is planting flowers.
- Patty Jones is studying.
- Jason Chen is reading a book.
- The Chen family is singing.
- The Jones family and the Chen family are very happy today.

Q & A

Using this model, make questions and answers based on the stories on page 22.

A. What's Mr. Jones doing?
B. He's reading the newspaper.

LISTENING

Listen and choose the correct answer.

- a. She's studying.
b. I'm studying.
- a. He's eating.
b. She's eating.
- a. He's watching TV.
b. She's watching TV.
- a. We're cooking dinner.
b. They're cooking dinner.
- a. We're planting flowers.
b. They're planting flowers.
- a. You're playing baseball.
b. We're playing baseball.

IN YOUR OWN WORDS

FOR WRITING AND DISCUSSION

AT THE BEACH

The Martinez family is at the beach today. Using this picture, tell a story about the Martinez family.

PRONUNCIATION Reduced What are & Where are

Listen. Then say it.

What *are* you doing?
What *are* Jan and Jane doing?
Where *are* Mary and Fred?
Where *are* you and Judy?

Say it. Then listen.

What *are* they doing?
What *are* Carol and Ken doing?
Where *are* Mr. and Mrs. Lane?
Where *are* you and Henry?

What are you doing now?
What are your friends doing?
Write about it in your journal.

GRAMMAR FOCUS

PRESENT CONTINUOUS TENSE

What	am	I	doing?
	is	he/she/it	doing?
	are	you	doing?

Match the questions and answers.

- What's Mr. Baker doing?
a. She's reading a book.
- What are Susan and Jane doing?
b. We're eating lunch.
- What are you and Sam doing?
c. He's cooking dinner.
- What's Ms. Garcia doing?
d. You're playing the piano.
- What are you doing?
e. They're studying.
- What am I doing?
f. I'm watching TV.

Complete the sentences.

- What _____ Mr. Yamamoto doing?
B. _____ sleeping.
- What _____ Mr. and Mrs. Wu doing?
B. _____ eating breakfast.
- What _____ I doing?
B. _____ swimming.
- _____ are you and Carol doing?
B. _____ playing cards.
- _____ you doing?
B. _____ reading a book.
- A. _____ Mr. Lopez doing?
B. _____ listening to music.

SIDE by SIDE Gazette

Volume 1 Number 1

FACT FILE

Titles

Mr. is a title for a man.
Ms., Mrs., and Miss are titles for a woman.

Nicknames

My name is David.
My nickname is Dave.

Name	Nickname	Name	Nickname
James	Jim	Elizabeth	Liz, Betty
Emily	Em	Robert	Bob
Robert	Bob	Julia	Judy
Tammy	Tom	Katherine	Kathy, Kate
Thomas	Tom	Patricia	Patty
William	Bill	Susan	Sue

Global Exchange

Sunghee: Hello. My name is Sung Hee. I'm Korean. I'm from Seoul. I'm a student. Right now I'm in my English class. I'm looking for a keypal in a different country.

Danielle: Hi. My name is Danielle. My nickname is Bambi. My last name is Rivera. I'm Mexican. I'm from Mexico City. I'm a student. Right now I'm at home. I'm at my computer, and I'm listening to music. I'm also looking for a keypal. Tell me about your school and your English class.

Send a message over the Internet. Tell about yourself.
Look for a keypal.

BUILD YOUR VOCABULARY!

Playing Instruments, Sports, and Games

I'm playing _____

Instruments

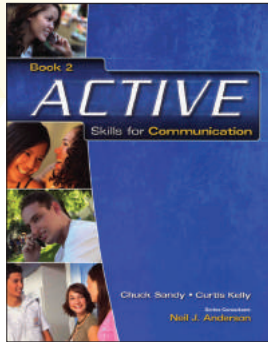
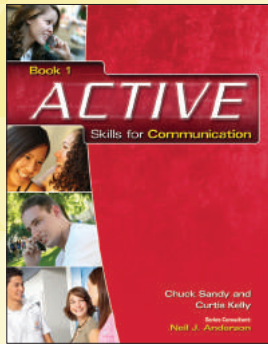
- the violin
- the clarinet
- the trumpet

Sports

- soccer
- tennis
- basketball

Games

- chess
- checkers
- tic tac toe



Active Skills for Communication

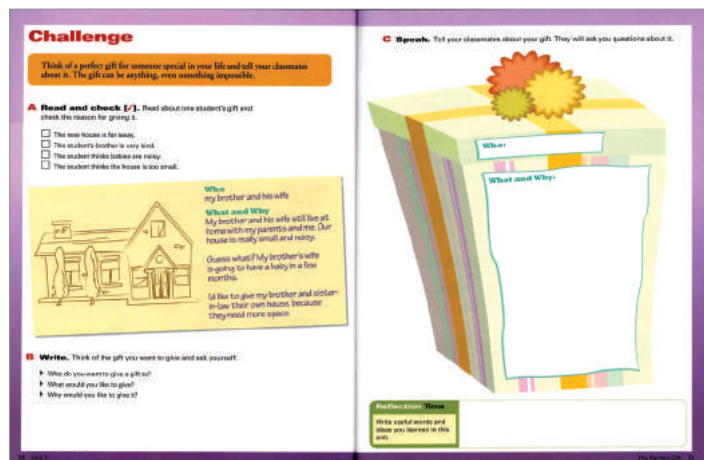
Beginner - Low Intermediate
Chuck Sandy | Curtis Kelly

의사소통 능력 향상을 위해

단계적 학습법으로 구성된 최신 회화 교재

Active Skills for Communication은 실제 상황에서 사용되는 표현을 중심으로 영어에 대한 자신감을 키워 주고, 효과적인 의사소통 능력을 향상시켜 주는 단계별 회화 교재이다.

- Speaking Activity를 위한 준비 과정으로 대화 예시문 및 간단한 문제를 제시한다.
- 대화 연습에서 사용할 수 있는 기초 어휘를 미리 학습하고, 연습함으로써 자신감을 높여 준다.
- 기초 대화뿐만 아니라 Fluency를 향상시킬 수 있는 다양한 Tool과 Skill을 익히도록 돕는다.
- 앞서 배운 내용과 Skill을 바탕으로 Game, Interview, Role-play 등의 활동을 통한 Speaking Activity를 제공한다.
- Workbook은 학습자의 단어, 문법, 의사소통 전략, 비판적 사고 능력을 강화시켜 주며, Teacher's Edition에는 추가 Activity와 Worksheet, Radio Script 등이 포함되어 있다.
- Fluency Strategies help learners develop effective conversation management skills.
- Critical Thinking activities encourage learners to think about how to express themselves in English.
- Presentation Tips help learners develop confidence and effective presentation skills.
- Workbook for each level provides learners with reinforcement and extension activities for vocabulary, grammar, conversation strategies, and critical thinking.
- Teacher's Edition for each level includes notes, suggestions, answer keys, and teaching information, additional activities for each unit, photocopiable activity pages, unit assessments and tests, and radio scripts.



< Active Skills for Communication 1 >

Active Skills for Communication 1-2

• Student Book with Audio CD • Workbook • Teacher's Edition

Debate with Current Issues

High Beginner - Intermediate

이기택 | 인세진



17개 핵심 주제를 다룬 영어 시사 토론 교재

학생들의 관심이 높은 17개 주제를 4가지 관점에서 풀어낸 교재이다.

- 토론 기술을 향상시키고 주요 회화 표현을 습득할 수 있다.
- 주요 어휘와 주요 회화 표현의 한글 해석을 제공한다.
- 독해 문제를 통해서 토론의 주제를 되새길 수 있다.
- 실제 토론에서 쓸 수 있는 구어체 표현을 수록하고 있다.
- 온라인 자료실에서(www.twoponds.co.kr/download) 한글 해석을 제공한다.

17 Essential Debate Topics on Current Issues

- Multi-aimed English debate book focused on debate skills and useful English expressions.
- Provides Korean translation for main vocabulary and expressions.
- Helps to review main thesis of discussion through comprehension questions.
- Includes spoken English that are useful in debate.
- Korean translation is available through online at www.twoponds.co.kr/download.

UNIT 3
Paper books or E-books?

Unit Topic

With the **rapid growth** of the Internet, many sites now offer books online to readers. Many newspapers around the world now have their daily editions online. Many authors now put their writings first on the Internet. **Will the printed word go away** as the Internet offers more and more writings in cyberspace? Many people still buy books to read, but for how long? Are you still reading paper books or do you **depend on the Internet for your reading material**? The publishing industry has declined a lot because of Internet providers. **There may come a time when** books and newspapers disappear. Is this a reality which is coming as book readers pass on? What do you think about this?

Unit Topic

- rapid growth of the Internet
- Will A go away as B offers more and more
- depend on the Internet for your reading material
- There may come a time when

Opinion 1

I can see this as a reality. I do almost all my reading exclusively online now. I see this as a great benefit, because there will be countless trees spared as a result. The Internet is quicker to use and the letters are easier to read. Why should we have to handle paper books when we can just find them readily online? The only people I know who are still reading books are the **older folks who are computer illiterate**. All my friends use their computers for reading requirements. It is simply easier and more convenient to use. I see this as a **no-brainer**; computers are the publishers of the future.

Opinion 1

- I can see this as a reality.
- as a result
- older folks who are computer illiterate
- no-brainer

Questions Based on the Discussion

- Is it fair to both the husband and wife to split household chores if both spouses work outside the home?
- Does tradition rule in South Korea or have expectations changed from the viewpoint of the husband toward the wife?
- How should the chores be divided in the household? Who should decide? How would it be determined?
- What is society's viewpoint on women in the workplace and their role in the home?
- Has South Korea really progressed in this area or is it a future to be hoped for by working women?

memo

< Debate with Current Issues >

Debate with Current Issues

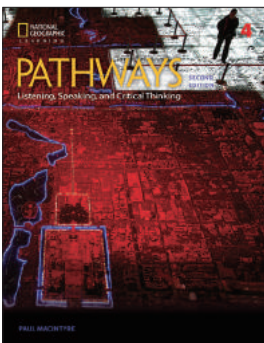
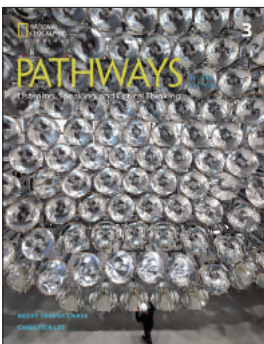
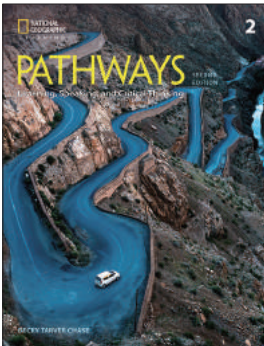
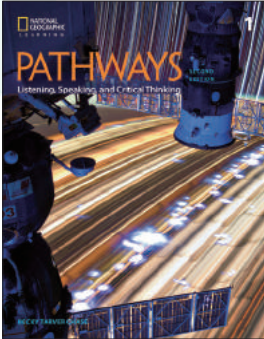
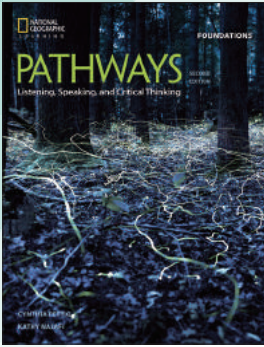
· Student Book · Korean Translation (무료 다운로드)

LISTENING / SPEAKING / PRONUNCIATION

16 • Pathways: Listening, Speaking and Critical Thinking [2nd Edition]

18 • Well Said: Pronunciation for Clear Communication

20 • Pronouncing American English [3rd Edition]



Pathways [2nd Edition]

Listening, Speaking and Critical Thinking

High Beginner - Advanced

Becky Tarver Chase | Kristin L. Johannsen | Paul MacIntyre | Kathy Najafi | Cyndy Fettig

National Geographic의 콘텐츠로 학습하는 Skill 통합 교재

Pathways는 신중하게 계획된 Lesson을 제공하고, 학업에서의 성공을 위한 언어 능력, 비판적 사고력, 학습 전략 등을 개발하도록 해 준다.


- 2nd Edition에서는 National Geographic의 팟캐스트, 강연, 인터뷰, 대화 등 다양한 형식의 듣기 자료가 포함되었고, 많은 지문들이 추가되었다.
- 명쾌한 설명과 듣기, 필기, 말하기, 문법, 어휘 및 발음의 연습을 통해 영어 구사력을 높이고 학습 능력을 길러 준다.
- Speaking 섹션에서는 세심하게 조정된 문제를 통해 문법적 요소부터 발음까지 학습할 수 있다.
- 강의와 프리젠테이션의 슬라이드 쇼는 듣기 활동을 강화하고 프레젠테이션 Skill을 향상시킬 수 있다.
- 듣기와 말하기의 통합 학습을 바탕으로 TOEFL®과 IELTS 등 다양한 시험에 대비할 수 있다.

- Listening passages have been extensively updated and incorporate a variety of listening types such as podcasts, lectures, interviews, and conversations.
- Explicit instruction and practice of note-taking, listening, speaking, grammar, vocabulary, and pronunciation develop language proficiency and build academic skills.
- Speaking lessons guide learners from controlled practice to final speaking task while reinforcing speaking skills, grammar for speaking, and key pronunciation points.
- Slide shows of lectures and presentations enhance listening activities and develop presentation skills.
- Integrated listening and speaking activities help prepare students for standardized tests like TOEFL® and IELTS.

Pathways: Listening, Speaking and Critical Thinking Foundations 1-2-3-4

- Student Book with Online Workbook
- Student Book A-B with Online Workbook
- Teacher's Guide
- Classroom DVD / Audio CD Pack

Listening A Talk about the Itaipu Dam



The Itaipu Dam, on the border between Brazil and Paraguay, was built across the Paraná River.

BEFORE LISTENING

PRIOR KNOWLEDGE A Work with a partner. Look at the map and photo, and discuss these questions.

- What do you know about Brazil and Paraguay? Have you ever been to those countries or read news stories about them?
- The photo shows the Paraná River behind the Itaipu Dam. Can you explain what a dam such as this does?

WHILE LISTENING

LISTENING FOR MAIN IDEAS B Listen to the talk and check (✓) the main ideas.

- ☐ The Itaipu Dam is one of the largest dams in the world.
- ☐ Building the Itaipu Dam forced many families to leave their land.
- ☐ The Itaipu Dam is good for the economies of Brazil and Paraguay.
- ☐ There are both benefits and problems with the Itaipu Dam.

NOTE-TAKING SKILL Using a T-Chart

Using a T-Chart is a helpful way to take notes on two aspects of a topic such as benefits and problems, advantages and disadvantages, or facts and opinions. Having your notes organized in a T-Chart is also helpful when you need to review or study the information later.

Farming	
Benefits	Problems
produces food	requires a lot of water

CRITICAL THINKING ANALYZING

10.1.1 Listen to the talk again, and complete the notes in the T-chart with the information you hear.

Benefits	Problems
- Building the dam cost <u>about \$10 billion</u> and <u>workers were injured</u> .	- Reservoir created <u>refined oil</u> <u>with water</u> .
- Good for economy.	- Around <u>100,000</u> families lost their land and had to leave the area.
1. Provides about <u>10%</u> of the electricity used in Brazil and about <u>25%</u> in Paraguay.	- Some <u>100,000</u> urban now underwater.
2. Tourist attraction <u>can</u> go on free tours and go <u>in natural areas</u> .	- Farmers say reservoir may be raising temperatures by as much as <u>4°C</u> .
- Supplies water that <u>can</u> use during times of drought.	- Not everyone thinks the <u>between the two countries is</u> <u>it</u> .

AFTER LISTENING

10.1.2 Work with a partner. Decide which person (or people) would agree with each of the statements below. Then discuss the statements and give reasons for the sentences you agree with.

- The problems with the dam are more significant than the benefits it provides.
- It might be necessary for some families to lose their land if the result is electricity for many people.
- The benefits of the dam are more significant than the problems.
- More countries should build very large dams to manage their water.

- The guest speaker
- A family who lost their land
- The owner of a tourism company near the dam
- A farmer who grows food crops near the dam
- You

Speaking

GRAMMAR FOR SPEAKING Active and Passive Voice

In the active voice, the subject performs or does the action.
The dam **provides** electricity for many people.
In the passive voice, the subject receives the action.
Electricity **is provided** by the dam.
We form the passive voice with the verb be plus the past participle of a verb.
The water in our city **is managed** carefully.
How **is it** managed carefully?
We often use the passive voice to talk about processes.
Water **is collected** in containers and **used** for washing clothes.
We use by with the passive when we want to specify who or what did the action.
These books were given to us **by the school**.

A Underline the verb form in each sentence. Choose P for Passive Voice or A for Active Voice. Then complete each sentence to make it true.

- Rice is grown in countries such as _____ P A
- In my country, a lot of electricity is provided by _____ P A
- Nowadays, many people study online instead of in _____ P A
- At my house, we use a significant amount of water for _____ P A
- In my country, children are taught to _____ P A
- My favorite dish is made with _____ P A

B Work with a partner. Take turns saying and explaining your sentences from exercise A.

C Take turns asking and answering these questions with a partner. Use the passive voice in your answers.

- Coffee is grown in Brazil, Colombia ...
- Where does coffee grow?
- Who owns or rents the house or apartment next to yours?
- Who manages the money in your household?
- What are some of the ways people use smartphones?
- What kind of people collect coins?
- Who corrects the homework in this class?

CRITICAL THINKING ANALYZING

10.2.1 Listen to the talk again, and complete the notes in the T-chart with the information you hear.

Benefits	Problems
- Building the dam cost <u>about \$10 billion</u> and <u>workers were injured</u> .	- Reservoir created <u>refined oil</u> <u>with water</u> .
- Good for economy.	- Around <u>100,000</u> families lost their land and had to leave the area.
1. Provides about <u>10%</u> of the electricity used in Brazil and about <u>25%</u> in Paraguay.	- Some <u>100,000</u> urban now underwater.
2. Tourist attraction <u>can</u> go on free tours and go <u>in natural areas</u> .	- Farmers say reservoir may be raising temperatures by as much as <u>4°C</u> .
- Supplies water that <u>can</u> use during times of drought.	- Not everyone thinks the <u>between the two countries is</u> <u>it</u> .


AFTER LISTENING

10.2.2 Work with a partner. Decide which person (or people) would agree with each of the statements below. Then discuss the statements and give reasons for the sentences you agree with.

- The problems with the dam are more significant than the benefits it provides.
- It might be necessary for some families to lose their land if the result is electricity for many people.
- The benefits of the dam are more significant than the problems.
- More countries should build very large dams to manage their water.

- The guest speaker
- A family who lost their land
- The owner of a tourism company near the dam
- A farmer who grows food crops near the dam
- You

Video



White-water rafters, Grand Canyon, Arizona, USA

Dam-Release Rafting

BEFORE VIEWING

A Read the information about the video you are going to watch. Use your dictionary to help you with any words you don't know.

MEET JONNY PHILLIPS AND RICHARD AMBROSE. They're industrial scientists from the United Kingdom. They are also the hosts of a BBC documentary television show called *Damn Know This*, and they're known for doing dangerous and exciting activities. In this video, Jonny and Richard introduce us to an unusual kind of water sport: dam-release rafting. In a country that's not known for its mountainous landscapes, this may be the only way to experience the excitement of white-water rafting!

PREDICTING B Check (✓) the things you think you will see or learn about in the video. Then compare your predictions with a partner's.

<input type="checkbox"/> a dam	<input type="checkbox"/> a mountain	<input type="checkbox"/> how water is released from a dam
<input type="checkbox"/> a raft	<input type="checkbox"/> a river or stream	<input type="checkbox"/> how to stay safe when rafting

WHILE VIEWING

10.3.1 Watch the video and check your predictions from exercise B.

10.3.2 Watch the video again and complete each quote from the video with the number that you hear.

- "This valve alone can release over _____ liters of water a minute."
- "For water to be released for a whole day, it can cost _____ pounds."
- "With the dam open, the amount of water flowing down this river increases to a massive _____ million liters."
- "That's _____ times the normal amount, which means the boys will be travelling down it _____ times faster than normal!"

AFTER VIEWING

10.3.3 Use the passive form of the verbs in parentheses to complete the steps for dam-release rafting.

- First, a release of water is requested (request).
- Second, money _____ (pay) for the release of water.
- Next, a valve inside the dam _____ (open) to release the water.
- After that, people in the raft _____ (can) on a wild ride down the river.
- Finally, the valve _____ (close) and much of the water stays behind the dam again.

10.3.4 Work with a partner. Close your books and take turns retelling the steps for dam-release rafting from exercise E. Use the passive voice.

10.3.5 Work in a group. Discuss these questions.

- The kind of rafting you saw in the video is somewhat risky, and people can be hurt if they do it. Why do you think some people enjoy risky or even dangerous activities?
- In rafting, a sport you might want to do? Explain.
- Do you think there are any disadvantages to releasing the water from a dam for a water sport? Explain.

CRITICAL THINKING ANALYZING



< 2nd Edition >



< 4th Edition >

Well Said

Pronunciation for Clear Communication

Beginner - Advanced

Linda Grant | Eve Einselen Yu

명료한 의사소통을 위한 발음 학습 교재

Well Said는 초급부터 고급 학습자들의 발음과 회화 실력을 향상시키기 위한 교재이다. 체계화된 연습과 회화 연습을 통한 점진적 학습 과정으로 짜여 있고, 2인 활동과 소그룹 활동도 수록되어 있다. 영어 발음의 핵심적인 영역인 단어의 끝소리, 강세, 억양, 리듬, 연음 등을 소개하고, 엄선한 자음과 모음의 발음을 추가로 연습할 수 있게 문제를 제공한다.

- 제2외국어 발음 학습 중 특히 말하기의 명료성에 대한 최신 연구를 반영하였다.
- 웹사이트에는 교사와 학생들을 위한 오디오 프로그램이 업데이트 되며, 교사 사이트에는 티칭 노트, 팁 그리고 정답을 볼 수 있는 강사 매뉴얼도 포함되어 있다.

Well Said is designed to improve the pronunciation and communication skills of students from all language backgrounds, from beginning to advanced levels. It offers a clear course plan, which progresses from structured to communicative practice and includes pair and small group activities. It introduces all the essential areas of pronunciation – including word endings, stress, rhythm, intonation, and thought groups. It also provides supplemental practice for selected consonant and vowel sounds.

- Updated to reflect the latest research in second language pronunciation learning, especially in speech intelligibility.
- Updated Companion Websites for teachers and students, including the full audio program. The teacher's site also includes the Instructor's Manual with teaching notes, tips, answer key, and more.

Well Said Intro

· Student Book · Audio CDs (4)

Well Said

· Student Book · Audio CDs (4)

1 Vowel Overview

OBJECTIVE

In this overview, you will learn about the differences between English vowel sounds.

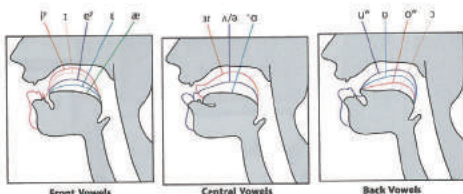
SUMMARY

When we make vowel sounds, the air flows freely. We do not block the air with the lips, teeth, or tongue. We do, however, change the size and shape of the mouth to make different vowel sounds. This section will help you see how and where to make vowel sounds.

Notice

EXERCISE 1 A Look at the diagrams. Notice where each vowel sound is made in the mouth.

Where in the mouth are the vowel sounds made?



- B Listen to the vowel sounds, starting at the top of each diagram. Repeat each sound silently as you listen. Notice how your tongue and lips move. CD 3; Track 2
- C Listen again and repeat each sound. Circle the sounds that are challenging for you. CD 3; Track 2

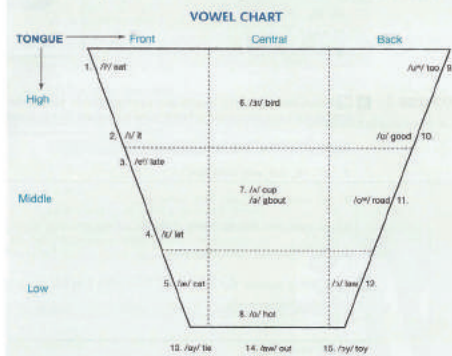
118 Vowel Sounds 1

Practice

Vowel Chart

We make different vowel sounds by changing the position of the tongue, jaw, and lips. The location of each vowel sound on the chart below shows the tongue and lip position for that vowel in relation to other vowel sounds.

Listen and repeat each sound and example word in the chart. CD 3; Track 3



EXERCISE 2 A Circle the correct answers. Look at the Vowel Chart for help.

- a. Say /p/ as in *he*. Your tongue is at the (front / back) of your mouth.
b. Say /u/ as in *too*. Your tongue is at the (front / back) of your mouth.
- a. Put your hands on your cheeks. Say /ɪ/ as in *he*. Your lips are (spread / rounded).
b. Put your hands on your cheeks. Say /u/ as in *too*. Your lips are (spread / rounded).
- a. Put your hand on your chin. Say /a/ as in *hot*. Your tongue and jaw are (high / low).
b. Put your hand on your chin. Say /ɪ/ as in *he*. Your tongue and jaw are (high / low).

B Look again at the Vowel Chart. Notice that the location of each vowel sound in the chart relates to the location of your tongue when you make the sound.

Vowel Overview 119

EXERCISE 5 A Listen to the speaker say sentence a or b. Check ✓ the matching response. CD 3; Track 43

- a. I saw the man. ✓ Where is he now?
b. I saw the men. — Where are they now?
- a. They left. — Where did they go?
b. They laughed. — Was it that funny?
- a. The celery is good. — Yes, it's very fresh.
b. The salary is good. — How much money is it?
- a. I hate taxes. — Me too!
b. I hate Texas. — Why? It's a great state!

B Check your answers with your class. Then listen and repeat both sentences and responses. CD 3; Track 44

C Work with a partner. Look again at the sentences in part A. Student A, say sentence a or b. Student B, say the matching response. Then switch roles.

EXERCISE 6 A Listen and repeat the words. They are the focus words (or key words) in the yoga instructions in part B. CD 3; Track 45

/æ/: **class, relax, hands, mat, stand, back**
/ɪ/: **Beth, breath, head, stretch, again, legs**

B Listen to the yoga instructor. Notice the stress on the focus words. Then listen again. Repeat the instructions. CD 3; Track 46

Yoga Class

"Hello **class**. My name is **Beth**.

First, let's just sit and **relax**. Take a deep **breath** . . .

Now, take two more, and with each breath, raise your **hands** above your **head**. **Stretch**. Then release your breath and bring your hands to your **mat**. **Again** . . .

OK. Now please **stand**. Inhale, and raise your arms over your **head**. Exhale, and fold over your **legs**. Inhale and straighten your **back**. Exhale . . ."

C Practice saying the instructions in part B with a partner.

138 Vowel Sounds 6

EXERCISE 7 A Listen to these strange laws. Notice the pronunciation of the /æ/ and /ɪ/ sounds in the highlighted words. CD 3; Track 47

Strange Laws

- In **Alaska**, you cannot wake up a bear to take a picture with it.
- In **California**, you cannot **set** a mousetrap unless you **get** a hunting license.
- In **Miami**, Florida, it is illegal to imitate an **animal**.
- In Kentucky, people must take a **bath** at least once a year.
- In **Massachusetts**, you cannot put tomatoes in **clam** chowder.*
- In New York, it is illegal to throw a ball at a person's **head** for fun.
- In Washington state, you cannot **pretend** your parents are rich.
- In **West Virginia**, only babies can ride in a baby carriage.



"All right, on three everybody snarl."

*Clam chowder is a type of seafood soup.

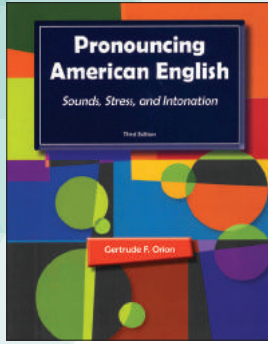
B Work with a partner. Write each highlighted word from part A in the correct column.

/æ/ (as in bad)	/ɪ/ (as in bed)
Alaska	

C Check your answers with your class. Then listen again. CD 3; Track 47

D Practice reading *Strange Laws*. When you are ready, record yourself. Listen and monitor your pronunciation of the highlighted words. Re-record if necessary. Then submit your recording to your teacher.

/æ/ bad - /ɪ/ bed 139



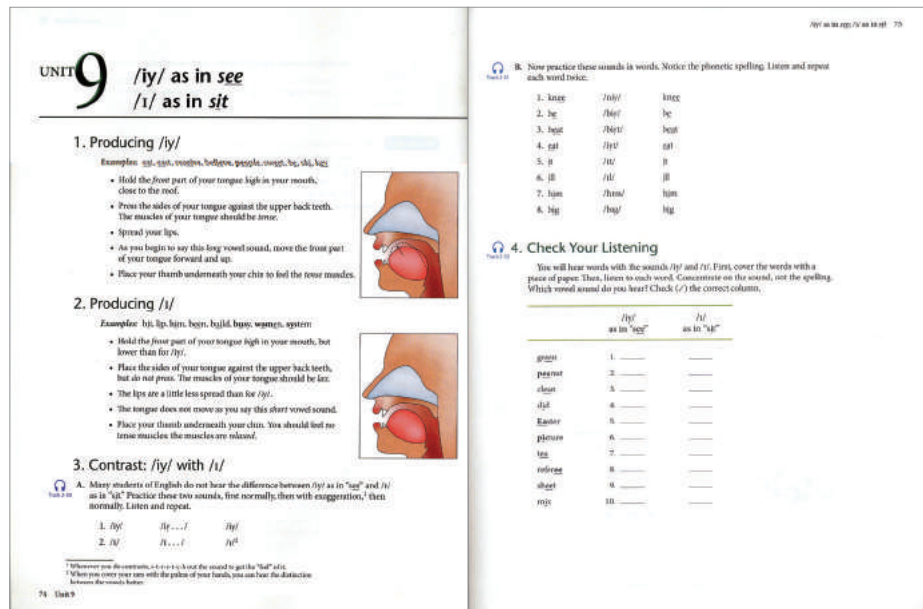
Pronouncing American English

[3rd Edition]

Beginner - Intermediate
Gertrude F. Orion

체계적인 영어 발음 학습을 위한 최선의 선택

- 명확한 예시와 풍부한 연습 문제를 통해 학생들이 자신감을 기를 수 있도록 균형 있는 활동을 제시한다.
- 의사소통을 위한 소그룹 활동으로 실질적인 언어 사용 능력을 향상시켜 준다.
- 문장, 라임, 대화, Tongue Twister를 포함한 다양한 유형의 활동은 학생들이 다양한 환경에서 미국 영어의 흐름과 리듬에 대해 경험할 수 있게 한다.
- 조음 기관, 어휘 정의에 대한 생생한 컬러 일러스트는 학습 성과를 높여 준다.
- 인터넷 사이트: <http://ngl.cengage.com> (Mp3, Answer keys 무료 다운로드)
- A balance of recognition and production activities to build student confidence through clear models and abundant practice.
- Communicative group and pair activities to encourage practical use of the language.
- A mix of activity types including sentences, rhymes, dialogues, and tongue twisters to give students a better feel for the flow and rhythm of American English in different settings.
- Full-color illustrations of how to pronounce each target sound and illustrated vocabulary definitions make learning more accessible to a variety of learners.



< Pronouncing American English >

READING / VOCABULARY

22 • Weaving It Together [4th Edition]

23 • Password [3rd Edition]

24 • Pathways: Reading, Writing and Critical Thinking [2nd Edition]

26 • Active Skills for Reading [3rd Edition]

28 • Reading Focus

29 • Reading & Vocabulary Development

30 • Fiction in Action: Whodunit

31 • Impressions

32 • American Roots: Readings on U.S. Cultural History |
The U.S.A.: Customs and Institutions [4th Edition]

33 • American Ways: An Introduction to American Culture [4th Edition]

34 • Words for Students of English



Weaving It Together [4th Edition]

Beginner – High Intermediate
Milada Broukal

독해와 작문을 병행하여 학습하는 최고의 교재!

- 흥미로운 글들과 그와 관련된 작문을 연결시켜 Reading과 Writing 실력을 동시에 향상시킨다.
- 흥미로운 주제로 구성된 읽기 지문은 학생들이 창의적으로 글을 쓰는 능력을 키워주고 글쓰기의 좋은 예시가 된다.
- 본문 시작 전 What Do You Think? 코너에서 주제와 관련하여 질문하고, 본문 학습 후 What Do You Think Now? 코너에서는 본문 내용을 얼마나 이해했는지 평가한다.
- 각 Unit별 Weaving It Together 섹션에서는 Timed Writing과 Search the Internet을 제공하여 각 Unit 주제와 관련된 생생한 읽기와 쓰기를 연결해 준다.

- The new edition of Weaving It Together connects high-interest readings with clear writing activities, equally developing both skills.
- Updated reading passages in intriguing topics stimulate students to write creatively and act as models for student writing.
- Each unit includes a What Do You Think? section to introduce the unit theme and a What Do You Think Now? section to assess comprehension.
- Weaving It Together section includes Search the Internet activities and Timed Writing prompts, offering a full-circle connection of the unit theme to reading and writing.



<Weaving It Together 1 >

Weaving It Together 1-2-3

- Student Book
- Instructor's Manual
- Audio CD
- Assessment CD-ROM with ExamView

Weaving It Together 4

- Student Book
- Instructor's Manual
- Audio CDs (2)
- Assessment CD-ROM with ExamView

Password [3rd Edition]

Beginner - High Intermediate

Linda Butler | Lynn Bonesteel

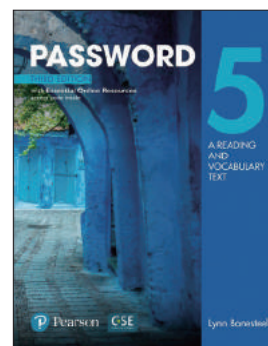
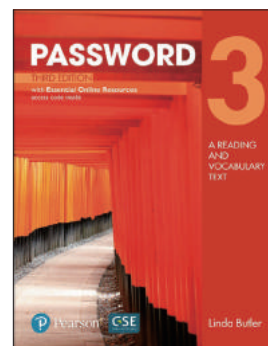
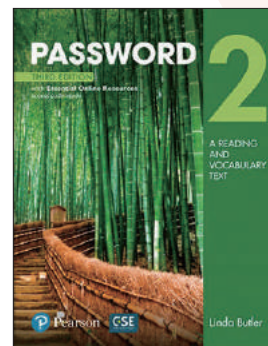
통합적 사고력과 어휘력을 탄탄하게 세워 주는 Reading 교재

Password 시리즈는 흥미로운 읽기 지문을 통해 Reading Skill을 향상시키고, 2,000개 이상의 빈출 어휘와 구문을 습득할 수 있다.

- 새롭고 다양한 주제들과 함께 논픽션 지문이 추가되었고, Reading, Writing 등의 Skill 향상을 위한 Activity가 들어 있다.
- 흥미로운 새로운 읽기 지문을 통해 Close Reading을 연습하고, 다양한 연습 문제로 주제 및 어휘의 학습 이해도를 높여 준다.
- Chapter별 'Critical Thinking' 질문을 통해 심도 있는 토론을 하고, 인지 능력의 향상이 가능하다.
- 온라인에서는 각 지문의 오디오, Reading Skill을 위한 추가 Activity, Teacher's Manual 등을 제공한다.
- Teacher's Manual에서는 Unit Test, Answer Key, Vocabulary Review 등을 제공한다.

Password helps students advance their reading skills through engaging reading texts and build a vocabulary of 2,000 high-frequency words and phrases.

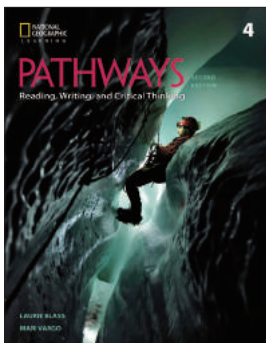
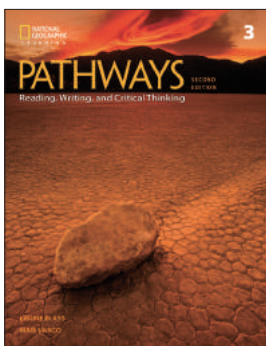
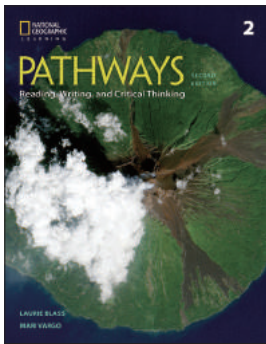
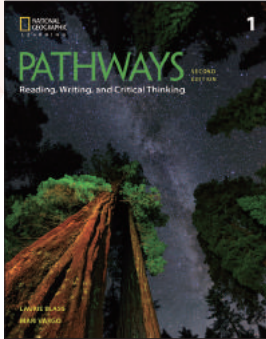
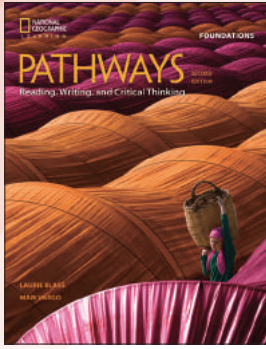
- Password's theme-based units include updated various nonfiction readings and skill-development activities for reading and writing.
- Practice close reading through engaging new reading, and improve understanding of topics and vocabulary with expanded exercises.
- New critical thinking questions in each chapter add depth to discussions and provide students with valuable cognitive skills.
- Online resources contain audio recordings of each reading, bonus activities for reading skills, and Teacher's Manual.
- Teacher's Manual offers unit tests, answer keys, and vocabulary reviews.



< Password 1 >

Password 1-2-3-4-5

• Student Book with Essential Online Resources



Pathways [2nd Edition]

Reading, Writing and Critical Thinking

High Beginner - Advanced
Laurie Blass | Mari Vargo

Academic Literacy Skill 향상을 위한 최적의 교재

Pathways는 체계적으로 계획된 Lesson을 제공하고, 학업에서의 성공을 위한 언어 능력, 비판적 사고력, 학습 전략 등을 개발하도록 해 준다.

- National Geographic의 비디오, 차트, 인포그래픽 등의 현실적이고 유의미한 콘텐츠를 통해 효과적으로 학습할 수 있다.
- Explore the Theme 섹션에서는 매 Unit의 주제를 즉각적으로 파악하고 시각 정보 해석 능력을 향상시켜 준다.
- 명확한 Writing 모델과 온라인에서의 Guided Writing 연습은 좀 더 자신감 있고, 탁월한 Writing이 가능하도록 해 준다.
- 어형, 언어, 접미사, 접사, 동사구 등을 포함한 Vocabulary Extension 활동을 통해 독해와 작문의 유창성을 향상시켜 준다.
- MyELT에서 제공하는 온라인 워크북에서는 레벨별 문제를 자동으로 제공하며, 교재에서 학습한 Skill을 연습할 수 있다.

Pathways offers carefully-guided lessons and helps learners develop the language skills, critical thinking, and learning strategies required for academic success.

- Authentic and meaningful content from National Geographic, including video, charts, and other info-graphics, prepares students to study effectively.
- Explore the Theme asks learners to engage with the unit's topic immediately, and develops their interpretation skills of visible information.
- Clear student writing models and guided online writing practice train students to become stronger and more confident writers.
- Vocabulary Extension activities, including word forms, collocations, affixes, phrasal verbs, and more, boost reading and writing fluency.
- Online Workbook, powered by MyELT, includes automatically graded activities for learners to practice the skills taught in the Student Book.

Pathways: Reading, Writing and Critical Thinking Foundations-1-2-3-4

- Student Book with Online Workbook
- Teacher's Guide
- Presentation Tool CD-ROM
- Assessment CD-ROM with ExamView
- Student Book A-B with Online Workbook
- Audio CDs
- Classroom DVD

Reading 1

PREPARING TO READ

BUILDING VOCABULARY

A The words in blue below are used in the reading passage on pages 85–86. Read the paragraphs. Then match the correct form of each word to its definition.

Many **types** of edible plants—plants you can eat—grow in Mediterranean countries such as Italy and Greece. Sometimes these plants—herbs, vegetables, and fruits—grow near people's homes. People often **pick** them, take them home, and use them right away. This way, they are still very **fresh**. One fruit in particular, the olive, grows well in the Mediterranean climate, so people use a lot of olive oil there. The oil has a good **taste**, so people often pour it right on their food. They also use it to **prepare** food. For example, if you visit a Mediterranean home, someone might **offer** you **fried** fish cooked in olive oil and a salad of fresh vegetables mixed with the oil.

- _____ (v) to make something, such as food
- _____ (n) a kind or a category
- _____ (adj) cooked in fat, such as butter or oil
- _____ (adj) recently made or produced; not old
- _____ (v) to give something to someone
- _____ (v) to take or remove something by breaking it off
- _____ (n) flavor, e.g., fruity, sweet

USING VOCABULARY

B Discuss these questions with a partner.

1. What **types** of edible plants grow where you live?
2. Do you eat a lot of **fried** food? Why or why not?
3. What kinds of food do you **offer** people when they come to your home?

BRAINSTORMING

C What are some typical dishes in your country or culture? Make a list and share your ideas with a partner.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

PREDICTING

D The reading on pages 85–86 is about a trip that photographer Matthieu Poley made. Look at the photos and read the captions. Then discuss with a partner: What place is the passage mainly about? What kind of food do people eat there?

I think it's mainly about ...
People probably eat ... there.

84 UNIT 5



A GLOBAL FOOD JOURNEY

PHOTO

In 2014, French photographer Matthieu Poley set out to explore the world of food. His travels took him through jungles, over mountains, and beneath the sea. He went on the journey to explore how our environment affects the food we eat—and how our diet shapes our culture. Poley shared his experiences in a visual food diary, called *We Are What We Eat*.

Poley saw how food plays an important role in people's lives all over the world. In Greenland, he went seal hunting with the Inuit to catch food for dinner. He gathered honey from trees with the Hadza people of Tanzania. And in Malaysian Borneo, he went diving to catch sea urchins and octopuses.

In Crete—the largest island in Greece—Poley enjoyed a typical Mediterranean family meal. On the following page is an excerpt from his diary.

After the food that we often eat
**sea urchin, a small sea animal with a round shell and sharp spines*



A Family in Crete gathered for lunch. The Mediterranean diet is one of the oldest diets still popular today.

B During his journey, Poley visited six countries around the world to experience their food and culture.

FOOD JOURNIES 85

DEVELOPING READING SKILLS

READING SKILL Recognizing Pronoun References

Pronouns usually refer to nouns that appear earlier in a text. The pronoun may refer to a noun earlier in the same sentence or in a previous sentence.

A subject pronoun usually refers to a subject mentioned earlier.

Matthieu Poley set out on a food journey in 2014, and he visited six countries.

Similarly, an object pronoun usually refers to an object mentioned earlier.

Someone took a bucket of snails from the freezer and put it on the table.

Note: Pronouns always match the nouns they refer to in number and in gender.

ANALYZING

A Underline the subject and object pronouns in the following paragraph. Then draw an arrow to the noun that each pronoun refers to.

Food tourists travel just to explore food in different countries. When food tourists take a tour, they choose a place that has the type of food they want to explore. For example, food tourists might go to China and take cooking classes. Food experts might take the travelers to markets and help them buy fresh ingredients. In Mediterranean countries such as Spain and Italy, travelers can have farmhouse vacations. They stay on farms and learn about the local diet. They also help farmers pick fruit and vegetables and learn how to prepare them using local recipes.

IDENTIFYING PRONOUN REFERENCE

B The sentences below are from the passage on page 86. Write the word(s) that each underlined pronoun refers to.

1. Paragraph E: Stella prepares dough on the table. She cuts it into small squares and wraps the herbs.
She = _____ it = _____
2. Paragraph F: Snails may also be the easiest to catch, because you just go for a walk, turn over some rocks, and there they are.
they = _____
3. Paragraph I: Learning over the table, Stella says with a smile, "Oh, there are over 20 types of herbs out there, if you know where to find them. And I know them all by name!"
them = _____ (them) = _____
4. Paragraph J: On the table, there are also beans, small fried fish, and another vegetable. It looks like tiny asparagus, and has a bitter taste.
It = _____

88 UNIT 5



BEFORE VIEWING

A Look at the photo caption and the title of the video. What do you think is a typical diet for someone living in this place? Discuss your ideas with a partner.

PREDICTING

B Read the information about Greenland and the Inuit culture. Then answer the questions.

The Inuit live in the Arctic regions of Greenland, Canada, and Alaska in the United States. Traditionally, they eat mostly meat because it is impossible to grow crops in the cold climates where they live. The Inuit eat seals, walrus, polar bears, birds, fish, and other Arctic animals. The traditional Inuit diet also includes some plants that grow naturally in the Arctic, such as roots, berries, and seaweed. Surprisingly, even though the traditional diet is 90–95% fat and does not include a lot of vegetables, the Inuit who eat this diet are very healthy. Today, most Inuit eat a combination of a traditional and a more modern diet because they have access to a variety of food in grocery stores.

1. How is a traditional Inuit diet different from your diet?
2. What shaped the traditional Inuit diet?
3. How has a typical Inuit diet changed in recent years?

LEARNING ABOUT THE TOPIC

FOOD JOURNIES 89

UNDERSTANDING THE READING

UNDERSTANDING MAIN IDEAS

A Check (✓) the three sentences that best describe Martin's blog and ideas.

- ☐ 1. Martin's blog provides a way to travel around the world without leaving home.
- ☐ 2. Martin's blog provides travel tips for making a journey around the world.
- ☐ 3. Martin thinks it's important for children to learn about other cultures.
- ☐ 4. Martin believes that food creates cultural connections.
- ☐ 5. Martin likes to include strange or unusual recipes on his blog.

UNDERSTANDING DETAILS

B Why did each blogger create their food blog? Match each blogger to a reason or reasons (a–g).

- a. to make each other laugh
- b. to explore recipes from a long time ago
- c. to go on adventures without leaving home
- d. to help young people learn to respect each other
- e. to share a learning experience with people
- f. to share information about food in a particular city
- g. to teach her daughter and readers about other cultures

1. Sasha Martin _____ 4. Arjin _____
2. the creators of Chowhound _____ 5. the creators of Someone Ate This _____
3. Adam Roberts _____

UNDERSTANDING PRONOUN REFERENCE

C Underline the pronouns in these sentences. Then draw an arrow to the noun that each pronoun refers to.

1. When Adam Roberts was in law school, he needed a break from studying.
2. Roberts started a food blog and shared it with other people.
3. In May of 2012, two friends wanted to make each other laugh, so they created a blog for sharing pictures of ugly food.

CRITICAL THINKING: JUSTIFYING YOUR OPINION

D How much would you like to read each blog? Rate each one (1–3), and give a reason for your choice.

- | | | | |
|-------------------------------|---|-------------------------------------|---|
| 1 = I'm not interested in it. | → | 3 = I would really like to read it. | |
| Global Table Adventure | 1 | 2 | 3 |
| Chowhound | 1 | 2 | 3 |
| The Amateur Gourmet | 1 | 2 | 3 |
| Someone Ate This | 1 | 2 | 3 |
| Kitchen Historic / Food Roots | 1 | 2 | 3 |

Writing

EXPLORING WRITTEN ENGLISH

A Read the sentences below. Check (✓) the three sentences that give reasons. Then underline a word or phrase in each one that connects the reason and the result.

- ☐ 1. He went on a journey to explore how our environment affects the food we eat.
- ☐ 2. Sasha Martin started the popular *Global Table Adventure* blog in 2010.
- ☐ 3. I call them neighbors because the world is so small now.
- ☐ 4. It looks like tiny asparagus and has a bitter taste.
- ☐ 5. In May of 2012, two friends wanted to make each other laugh, so they created a blog for sharing pictures of ugly food.

NOTICING

LANGUAGE FOR WRITING Giving Reasons

Here are some words and phrases you can use to give reasons.

Adam Roberts started a food blog **because** he needed a break from school.

Arjin loves history and food, **so** he started a food blog.

One reason that people start a blog is that they want to share their experiences.

Another reason is that they want to improve their writing skills.

Some people start blogs **to** tell their friends about their daily lives.

Notes:

• The reason comes before **so**, and the result follows it. A comma separates the two clauses.

• When an infinitive (**to** + base verb) is used to give a reason, because, a subject, and a verb can be left out in the reason clause.

Some people start blogs **(because they want to)** tell their friends about their daily lives.

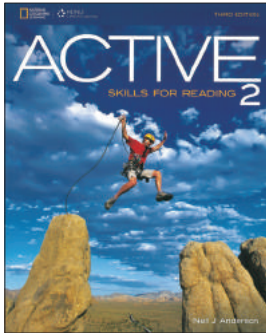
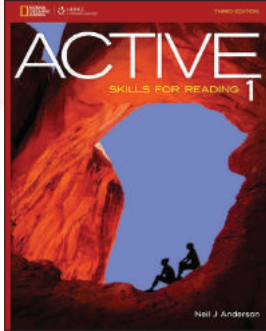
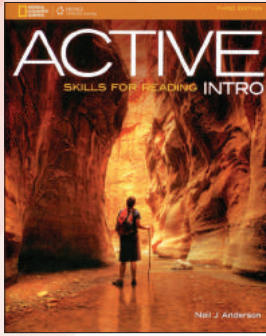
• You can switch the clauses in sentences with **because**. A comma separates the two clauses in this case.

Because he needed a break from school, Adam Roberts started a food blog.



B One of the recipes Sasha Martin made was the German dessert baumkuchen, or "tree cake." It was given this name because the many layers inside look like the rings of a tree.

FOOD JOURNIES 95



Active Skills for Reading [3rd Edition]

Beginner – High Intermediate

Neil J. Anderson

능동적, 비판적 사고력을 키워 주는 베스트 독해 교재

Active Skills for Reading은 학습자의 독해력과 어휘력을 향상시켜 주는 데 최적화된 5단계 교재로 3rd Edition으로 새롭게 출시되었다.

- Article, Journal, Blog, Interview 등의 새로운 주제들과 함께 일상생활에서 많이 접하는 내용을 담고 있다.
- Critical Thinking을 통해 학습자가 텍스트를 분석하고 저자의 의도를 분석하도록 하였다.
- Review에서는 앞에서 학습한 지문과 동일한 주제의 다른 지문을 통해 Fluency Strategy를 제공한다.
- 각 챕터에는 학습자가 스스로 동기를 부여하고, 수준 높은 Reader가 될 수 있도록 하는 저자의 Tip이 제공된다.
- 3판에서는 기존 지문들이 상당수 교체 및 수정되었고, 풀 컬러의 디자인과 사진을 제공한다.

Active Skills for Reading is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills.

- New thematic readings feature realistic passage types including articles, journals, blogs, and interviews.
- New Critical Thinking sections encourage students to analyze text and the author's intent.
- New Review Units help students improve reading rate and fluency.
- A substantial number of the reading passages have been replaced. All other readings retained from the previous edition have been revised and updated.
- Full-color design and photographs to engage student's interest.

Active Skills for Reading Intro

- Student Book
- Teacher's Guide
- Audio CD

Active Skills for Reading 1-2-3

- Student Book
- Teacher's Guide
- Audio CDs (2)

Active Skills for Reading 4

- Student Book
- Teacher's Guide
- Audio CDs (4)

UNIT 1 CHAPTER 1 Meeting Friends Online

Before You Read
My Friends:

A Think about answers to these questions.

- What social networks (e.g. Facebook) do you use? How many online friends do you have?
- How often do you meet your friends? What do you do?

B Discuss your answers with a partner.

Reading Skill
Scanning

You scan to find information fast. You don't read every word. People often scan a website, a schedule, or a phone book for specific information.

A Look at the website on the next page for five seconds. Then read the sentences in the chart below. Do you think the answers are true or false? Check (✓) true (T) or false (F).

	T	F
1 On Face2Face I can meet my friends online.		
2 On Face2Face I can talk about movies.		
3 On Face2Face I can telephone my friends.		
4 On Face2Face I can make music videos.		

B Scan the passage on the next page. Were your answers in A correct?

C Read the website on the next page. Then answer the questions on page 14.

Reading helps you in the world. Being a good reader in both your first language and in English is useful to you and your community. You will benefit as a citizen of the world as you read more about events happening in different parts of the world. Your knowledge of the world can help you as a citizen of the community you live in.

UNIT 1 CHAPTER 2 Extreme Gamers

Before You Read
Let's Play!

A Think about answers to these questions.

- Look at the pictures on the next page. What are the people doing?
- What computer or video games do you know? Do you play them? How often?
- Read the sentences below. What do you think active means?

At a child, Jason was very active. He was always running around and playing.

B Discuss your answers with a partner.

Reading Skill
Predicting from the Title

Always read the title first. From the title, you can predict (guess) the passage's ideas.

A Look at the title of the passage on the next page. What do you predict the passage is about? Complete the sentence.

I think the passage is about _____.

B Read the whole passage. Then check your answer in A. Were you correct?

C Read the passage again. Then answer the questions on page 18.

ACTIVE Gaming

On Friday, David went home from college to visit his family. In the living room, David's 14-year-old brother, Jason, was in front of the television. Jason looked **crazy**, jumping around and talking to himself.

"What are you doing?" David asked.

"I'm playing Dance Central," Jason said. "Want to try?"

There was no controller.¹ Jason told his brother to stand in front of the television. Then Jason said that the **machine** could see and hear them. The machine was also **connected** to the television. If they wanted to, the brothers could tell the machine to **turn off** the game so they can watch TV.

David was ready to play! Jason pointed his finger at the screen and started a two-player music game. In the game they were **rock** musicians, playing guitars and dancing.

Paying the game made David feel **tired**. He had to move his arms, legs, hands and feet to play the game. Being so active, David felt **like** he was actually in the game, not just controlling it.

It was **terrific**. Before they knew it, they had played **nonstop** for two hours.

Someone once said that technology can seem like magic. Standing in front of the television, David certainly felt like a magician.²

¹ A controller

UNIT 1 CHAPTER 2 Real Life Skill

Starting a Blog in English

You can use a blog to practice reading and writing in English.

A Carlos has a blog. Read his profile. Then complete your profile.

Carlos's Profile

First name: Carlos
Last name: Alvarez
Email address: carlos@blog.here.com
User name: CarlosA
Birthday: June 25, 1995
Gender: Male
City: Valencia
Country: Spain
Name of my blog: What's up, Carlos?

Your Profile

First name: _____
Last name: _____
Email address: _____
User name: _____
Birthday: _____
Gender: Male Female
City: _____
Country: _____
Name of my blog: _____

B Go to one of the websites below. Click on create a blog. Use your information from A to start a blog in English.

www.blogger.com www.wordpress.com

C After you create your blog, follow the steps below.

- In your blog, write in English about your favorite computer or video game.
- Give your writing a title.
- When you finish writing, click publish or post.
- Write a short email to your friends to tell them about your post.

What do you think?

- Do you use your computer a lot? How often?
- Today, there are many popular websites for meeting people (for friends or love). Is meeting people online a good idea? Why?

Study and Education 2

Getting Ready

Look at the pictures. Then discuss these questions with a partner.

- In your opinion, what is the best way to learn? Why?

☐ in a classroom
☐ at home
☐ online
- There are many places to study and learn. Check (✓) the places you go to now.

☐ high school
☐ music academy

☐ university
☐ sports center

☐ a language institute
☐ test prep center

☐ art school
☐
- Look at your answers to 2. How are the places different? How are they the same?

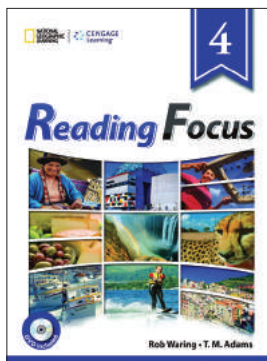
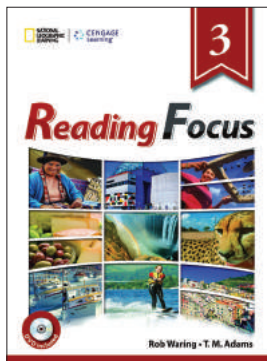
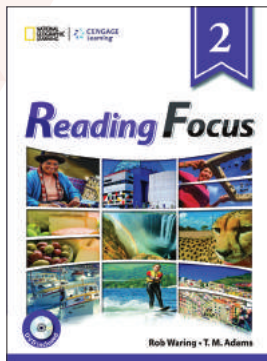
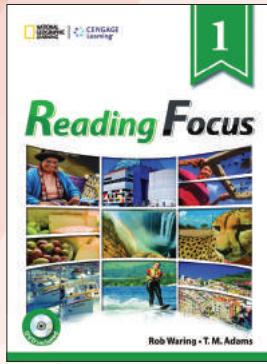
Reading Focus

Beginner – Intermediate

Rob Waring | T. M. Adams

National Geographic의 Content로 배우는 생생한 Reading 교재

- 흥미로운 National Geographic의 콘텐츠를 통해 Reading Skill을 향상시킬 수 있다.
- 생동감 있는 사진과 고화질의 비디오, 오디오 CD 등 멀티미디어 매체를 이용한 효과적인 학습을 할 수 있다.
- 서로 연계된 두 개의 지문 내용과 생생한 사진은 학습 동기를 고취시키고 필수적인 읽기 능력을 향상시킨다.
- 독해력 Activity를 통해 다방면의 Reading Skill을 연마할 수 있다.
- Reading Focus is a four-level reading series that improves learners' language and reading skills through exciting adaptations of National Geographic content.
- The series uses a multimedia approach, incorporating dynamic printed material, high quality video, and audio recordings of the reading passages.
- Motivating real-world content presented in two related reading passages and supported by stunning visuals helps learners improve their essential reading skills.
- Reading comprehension activities help learners hone multidimensional reading ability.



Vocabulary List

delta *n.*
 resident *n.* *syn.* inhabitant, occupant
 ins and outs *n.*
 survival *n.*
 serval *n.*
 solo *adj.* *syn.* unaccompanied (*ant.* accompanied)
 fierce *adj.* *syn.* ferocious, savage (*ant.* gentle, mild)
 gerbil *n.*
 predator *n.*
 roar *n.*
 remind *v.*
 wary *adj.* *syn.* cautious, alert (*ant.* careless, unguarded)
 spy *v.* *syn.* catch sight of, spot
 come in handy *phr.*
 leap *v.* *syn.* jump
 flee *v.* *syn.* bolt, run away
 cub *n.* *syn.* young, offspring
 stalk *v.* *syn.* follow
 sibling *n.*
 hot on the trail of *phr.*
 stick around *v.*
 take off *v.* *syn.* leave, go away
 approach *v.*
 python *n.*
 take on *v.* *syn.* challenge, battle
 wisdom *n.*
 retreat *v.* *syn.* withdraw, back away (*ant.* advance)

Review 2

A Making a Deal. Read the paragraph, and then match each word or phrase with the correct definition.

In the souk, prices aren't usually listed. People must bargain to decide upon a price. The vendor, or seller, usually starts by naming a price. Then, the buyer asks for a discount or suggests a lower price. This goes on until the people agree on an amount. They usually arrange to pay a final price that's between the vendor's first price and the buyer's discounted price. Most Moroccan people are very good at bargaining. Some people say that it's a game in Morocco, or even a national sport!

1. bargain	a. the lowering of a price; money off
2. vendor	b. reach an agreement, especially in business
3. discount	c. a person who sells things
4. make a deal	d. plan or agree to
5. arrange	e. discuss prices with somebody in order to agree on one price

< Reading Focus 2 >

Reading Focus 1-2-3-4

• Student Book with DVD

Reading & Vocabulary Development

Beginner - Intermediate

Patricia Ackert | Linda Lee

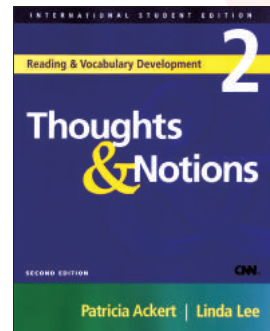
논리적인 사고를 키우고

독해력, 어휘력을 향상시키는 Reading 교재

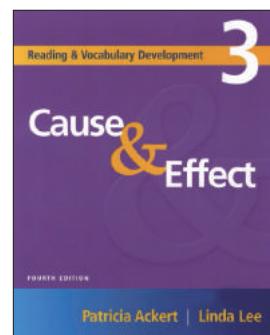
- Facts & Figures는 500~800단어, Thoughts & Notions는 800~1,300단어, Cause & Effect는 1,300~2,000단어, Concepts & Comments는 2,000~2,500단어가 사용되었다.
- 본문에 들어가기 전에 Context Clues를 통해 본문 어휘를 배우고, 그림(사진)과 Pre-reading Activity로 쉽게 지문을 접할 수 있다.
- 내용 파악 이전에 어휘 연습을 먼저 하도록 하였으며, 새로운 어휘를 자연스럽게 학습하도록 한다.
- 주관식 질문은 간결하게 시작하여 조금씩 길게 확장해 나감으로써 학습자의 부담을 줄였다.
- Nonfiction reading, on topics ranging from art and lifestyle to business and the natural world, provides the basis for content reading instruction.
- Five thematic reading selections per unit introduce and recycle vocabulary, sentence structure, and content.
- Pre-reading and post-reading activities build learners' reading and critical thinking skills.
- ExamView Pro Assessment CD-ROM allows teachers to produce and print customized placement, midterm, or final exam materials quickly and easily.



< 4th Edition >



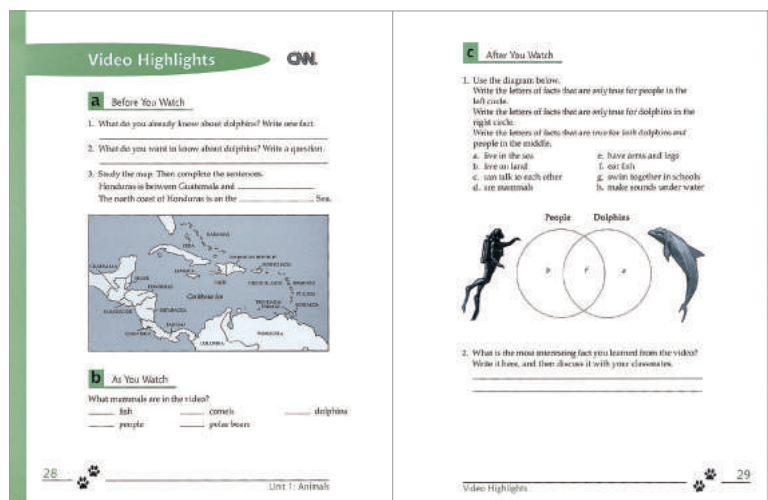
< 2nd Edition >



< 4th Edition >



< 3rd Edition >



< Facts & Figures >

Facts & Figures · Thoughts & Notions

- Student Book
- Answer Key
- MP3 Files (무료 다운로드: www.twoponds.co.kr/download)

Cause & Effect

- Student Book
- Answer Key (무료 다운로드)
- MP3 Files (무료 다운로드)

Concepts & Comments

- Student Book
- Answer Key (무료 다운로드)
- Audio CDs (2)



Fiction in Action Whodunit

Low Intermediate - Intermediate

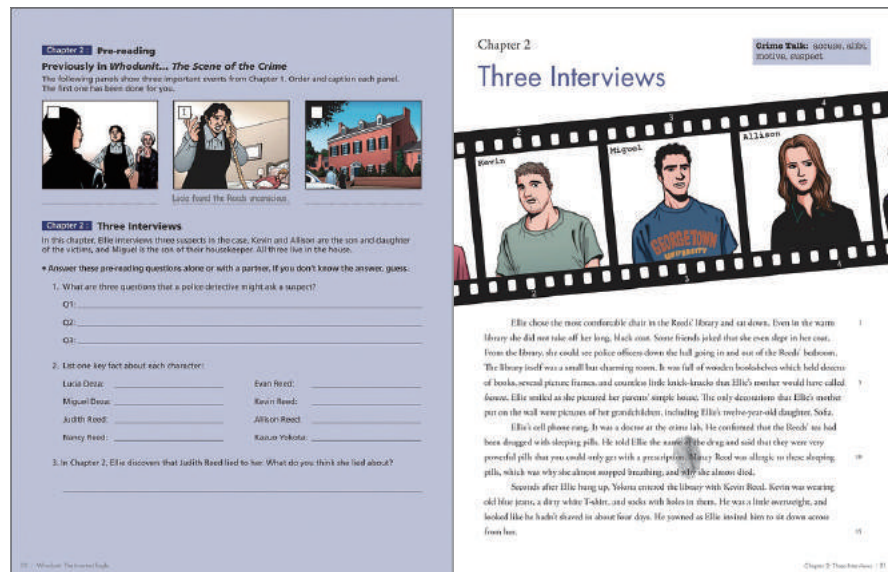
Adam Gray | Marcos Benevides

탐정 소설로 배우는 영어 교재

Whodunit은 탐정 소설을 통해 재미있게 리딩 실력을 향상시킬 수 있는 최적의 교재이다.

- 두 가지의 소설이 실려 있고 각각의 소설은 6챕터로 이루어져 있다. 범인을 찾아가며 학생들은 자연스럽게 사건의 전개에 흥미를 가진다.
- Puzzle과 Graphic Organizer를 통해 학습자들이 세부 내용을 넘어서 줄거리까지 이해하도록 돕는다.
- 배운 내용을 정리할 수 있는 Detective's Notebook을 제공하며 듣기 연습을 위한 Audio CD도 제공한다.

- Fiction in Action: Whodunit is something not seen before, a textbook designed to act as a bridge to extensive reading.
- Over 12 units encompassing two original six-chapter stories, the book introduces students to the hows and the pleasures of reading accessible fiction in English.
- Whodunit focuses on extended and connected passages in one genre - the detective story - familiarizing students with the language, style and literary conventions associated with this form of story.
- A special feature of the text is tasks that are not merely supportive of but intrinsic to the stories.
- Having successfully closed the cases in these stories, students can go on to read any other appropriately leveled readers on their own.



< Fiction in Action: Whodunit >

Fiction in Action: Whodunit

• Student Book with Audio CD

Impressions

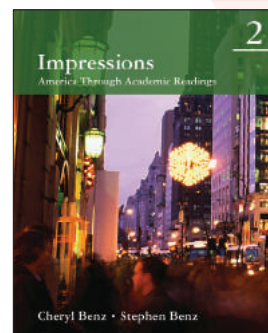
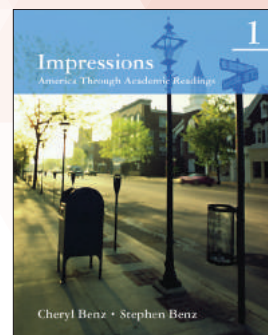
Intermediate - Advanced

Cheryl Benz | Steven Benz

미국 문화 탐구와

Reading, 어휘, 비판적 사고의 향상을 동시에!

- 미국 문화와 가치에 초점을 두고 있는 학문서의 글들을 통해 학생들의 교양을 함양시킬 수 있도록 해준다.
- Reading Activities를 통해 Reading 전후의 중요 학습 Skill들을 배울 수 있다.
- Academic Word List에 제시된 빈도어 학습을 통해 전반적인 학문 분야에 걸쳐 실력 있는 Reader가 될 수 있다.
- 각 Unit마다 실린 실제 학생들의 에세이는 학습자들의 Writing 모델이 된다.
- Reading-Response Journal Activities를 통해 Interactive Reader가 될 수 있다.
- Writing 주제들은 비판적 사고력을 향상시키고, 교실에서 주어지는 Writing 과제에 대해 잘 보여 준다.
- Reading activities help students learn essential pre-reading and post-reading skills such as predicting, previewing, finding the main idea, scanning for details, fact versus opinion, and organizing details.
- High-frequency vocabulary chosen from the Academic Word List helps students become proficient readers across all academic disciplines.
- Excerpts from real student essays featured in each unit and function as models for student writing.
- Reading-Response Journal activities enable students to become interactive readers.
- Writing topics increase critical thinking and mirror the writing assignments students face in academic classes.



Chapter 3

Immigrant Impressions

The United States has often been referred to as a nation of immigrants. Except for Native Americans, all people in the United States are immigrants or descendants of immigrants. In the first section of this chapter, you will learn a little about the history of immigration in the United States and some of the struggles of modern immigrants. The second section discusses some of the difficulties that adolescent immigrants experience. The final reading selection tells the story of Leonard Peltier, a recent immigrant to the United States.

Immigration in the United States

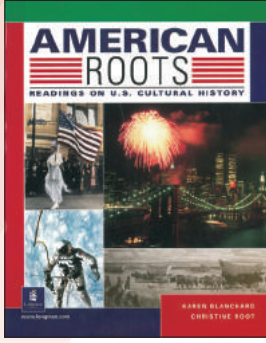
Figure 3.1: Immigration to the United States, 1820-2010

Why did they leave their homelands? Immigrants came to the United States for many reasons. Change was becoming crucial. America was looking and opening.

< Impressions 1 >

Impressions 1-2

• Student Book



American Roots

Readings on U.S. Cultural History

Intermediate

Karen Blanchard | Christine Root

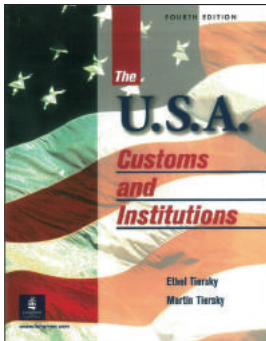
다양한 자료를 곁들여 배우는 미국 역사

American Roots: Readings on U.S. Cultural History는 중급 학습자를 위한 특별한 읽기 교재로, 각 챕터에서는 1600년대부터 현재까지의 미국 역사를 시대별로 다루고 있다.

- 오늘날의 미국을 만든 문화적, 사회적, 경제적, 정치적인 내용을 주제로 삼고 있다.
- 연대표, 지도, 사진, 차트, 그래프 등을 제공하여 학습자의 이해를 돕는다.
- 다양한 Skill-building exercises를 통해 학습자의 어휘량을 늘리고 독해 능력을 향상시킨다.
- 말하기와 쓰기 활동을 통해 자신의 의견을 표현할 수 있도록 돕는다.

American Roots: Readings on U.S. Cultural History

· Student Book



The U.S.A.

Customs and Institutions [4th Edition]

High Intermediate - Advanced

Ethel Tiersky | Martin Tiersky

한 권으로 배우는 미국의 전통과 문화

The U.S.A.: Customs and Institutions는 현재 미국의 문화와 전통에 대한 다양한 내용을 담고 있다.

- 상급 과정의 학습자가 미국과 미국인을 탐구하는 과정에서 독해 능력을 향상시키며 어휘를 쌓아 나갈 수 있도록 한다.
- Pre-reading exercises를 통해 학습자의 흥미를 유발하고 각각의 주제에 대해 설명한다.
- 읽기와 쓰기의 연계를 강화시켜 학습자가 주요 문제에 대한 자신의 의견을 개진할 수 있도록 돕는다.

The U.S.A.: Customs and Institutions

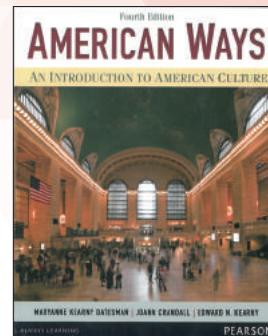
· Student Book

American Ways

An Introduction to American Culture [4th Edition]

High Intermediate - Advanced

Maryanne Kearny Datesman | Joann Crandall | Edward N. Kearny



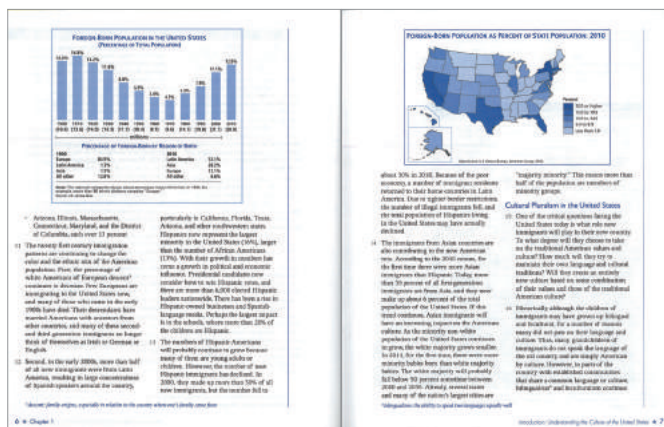
미국의 문화적 다양성을 다루는 교재

American Ways는 미국의 다문화주의를 둘러싸고 있는 문제들을 다루고 있다.

- 전통적인 가치가 오늘날 미국의 종교, 경제, 정치, 교육 등의 다양한 측면에 끼친 영향에 대한 학습자의 이해를 돕는다.
- Critical Thinking을 강조하며 학습자를 Questioning Reader로 성장시킨다.
- 매 Unit의 마지막 부분에 나오는 쓰기 과제는 주요 쟁점에 대한 Academic Information에 초점을 맞춘다.
- 현실을 반영한 다양한 자료를 제공한다.

American Ways covers the issues surrounding multiculturalism. American Ways, Fourth Edition retains its values-based perspective in examining what makes the United States unique-and how traditional values influence various aspects of American life, such as religion, business, government, race relations, education, recreation, and family.

- Focuses on critical thinking, including assessing information, comparing alternative points of view, identifying potential problems and solutions, and being a questioning reader.
- Shows more explicit development of reading skills: skimming, scanning, predicting, and understanding main ideas and details.
- Contains an expanded writing task at the end of each chapter that focuses on identifying and organizing academic information into main ideas and supporting details and is often preceded by discussion, research, and completion of graphic organizers.
- Provides new sources, poll data, and information on challenges such as rising national debt, gun violence, and immigration reform.
- Offers online interviews with a diverse group of Americans as well as recordings of all of the readings in the Student Book.



< American Ways: An Introduction to American Culture >

Words for Students of English

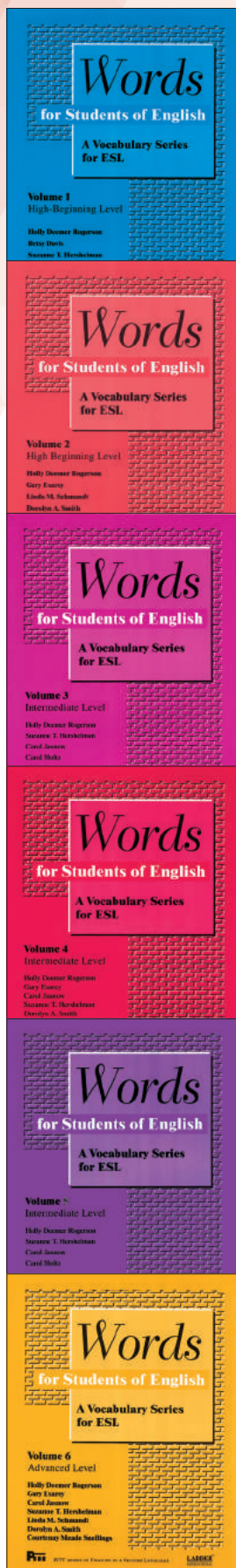
High Beginner – Advanced

Holly Deemer Rogerson | Gary Esarey | Carol Jasnow | Suzanne T. Hershelman |
Dorolyn A. Smith | Carol Moltz | Linda M. Schmandt

미시건 대학 출판부에서 만든

실용적인 어휘 교재!

- Vocabulary 단속 수업 및 다른 Skill의 보조 교재로 활용할 수 있으며, Self-Study도 가능하다.
- 각 권은 25개의 Unit으로 구성되어 있으며, 각 Unit에는 10~25개의 단어가 개념, 정의, 예문, 연습 문제와 함께 제시된다.
- Sports, School, Transportation, Work 등 학생의 실생활과 관련된 주제를 선별하여 새로 익힌 단어를 실제 생활에서 효과적으로 활용하도록 하였다.
- 이 시리즈 전체를 마친 후에는 4,000개에 달하는 단어를 습득할 수 있다.
- Designed for use as core texts in ESL vocabulary classes and as supplemental texts in reading, speaking, or writing classes.
- Each unit in the series focuses on a specific topic, chosen for its relevance to students' lives so that students can practice new words in meaningful contexts.
- Exercises are flexible and easy to use, taking the student from simple, fairly controlled practice to the final phase with communicative exercises.



UNIT
17

Clothing


Word Form Chart

NOUN	VERB	ADJECTIVE	PREPOSITION
boot	change		
change	dress	dressed	
dress			
glove			
jacket			
leather			
mirror			
pair			
pocket			
skirt			
tie	tie	ugly	
	wear (wore, worn)		without
wool		woolen	
		wool	


Definitions and Examples

1. **without** [not with]
The clerk ran outside **without** his coat and hat.
Children often play **without** their shoes.
The professor arrived at the clothing store **without** her money.


Unit 17 109


2. **boot** [a heavy shoe]
People use **boots** when it rains or snows.
Boots help your feet stay warm in winter.
When people work outdoors, they sometimes wear **boots**. 

3. **change** [into] [to put on different clothing]
The lawyer **changed** his jacket before he went to dinner.
A: Should I **change** my clothes?
B: No. Don't put on different clothes. **Change** only your shoes.
A: OK. I'll **change** into my black shoes.


4. **dress** [get dressed] [to put on clothing]
I **got dressed** each morning at 7:00.
She **was dressed** in expensive clothing. 

5. **dress** [women's clothing]
The secretary bought a long **dress** for the party.
A: What kind of **dress** do you like?
B: I like beautiful summer **dresses**.

6. **glove** [clothing for the hands]
Gloves help your hands stay warm in the winter.
You use heavy **gloves** when you work in the garden.
White **gloves** look beautiful with party **dresses**. 

7. **jacket** [a short coat]
She had a short **jacket** over her dress.
A light **jacket** will be good in this cool weather.
He bought a heavy winter **jacket**. 

8. **leather** [clothing made from an animal]
My neighbor bought some red **leather** shoes.
Many students have black **leather** jackets.
Heavy **leather** gloves are common in winter.

9. **mirror** [what you look at to see yourself]
John looked in the **mirror** to see the back of his jacket.
A: Do you have a **mirror**?
B: Yes. There's one on the wall in the bedroom. You can see how your dress looks in that **mirror**. 

< Words for Students of English 1 >

Words for Students of English 1-2-3-4-5-6

• Student Book

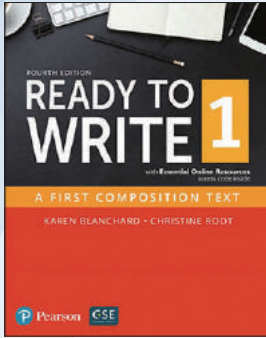
WRITING / GRAMMAR

36 • Ready to Write [4, 5th Edition]

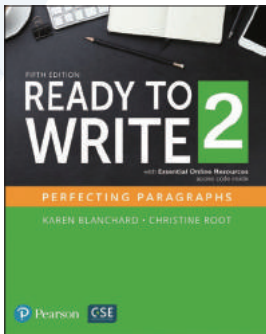
38 • Sentence Essentials: A Grammar Guide |
Paragraph Essentials: A Writing Guide

39 • Engaging Writing: Essential Skills for Academic Writing

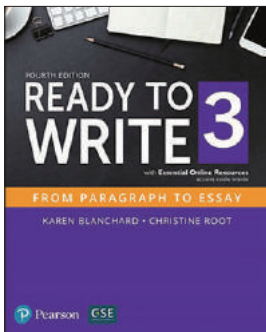
40 • The Grammar Book [3rd Edition]



< 4th Edition >



< 5th Edition >



< 4th Edition >

Ready to Write [4, 5th Edition]

Beginner - High Intermediate

Karen Blanchard | Christine Root

성공적인 Academic Writing을 위한 필수 작문 교재

- 이메일, 일기, 편지 등의 개인적인 내용뿐만 아니라 에세이, 연구 보고서, 데이터 분석, 대학 지원서 등의 학술적 글쓰기까지 다양한 주제를 다룬다.
- 업데이트된 보기와 샘플 단락들은 주제 문장, 부연 설명, Signal Words와 같은 구성 요소들을 자세히 보여 준다.
- Chapter 시작의 Learning Outcome에서는 학습 목표와 내용을 알려 준다.
- 편집과 교정 연습들은 학습자가 스스로 수정하면서 작문 능력을 개선해 나갈 수 있도록 한다.
- Writer's Tip을 통해 학생들이 정확하고 통일된 단락을 쓰는 능력을 향상시켜 글의 완성도를 높여 준다.
- 온라인을 통해 Answer Key와 추가 Activity 외에 Writing Mechanics, Paragraph Structure 등을 제공한다.
- The Ready to Write contains various topics not only from personal writing such as emails, journals, letters but also from academic writing such as essays, lab reports, analyzing data, college applications.
- Updated examples and model paragraphs illustrate such organizing elements as topic sentences, supporting details and signal words.
- Learning outcomes let students know the goal of each chapter and what their learning experience will be.
- Editing and proofreading exercises encourage students to self-correct and refine their composition skills.
- Writer's tips help students write accurate and unified paragraphs in their to make sentences attain completeness.
- NEW essential online resources contain answer keys, additional activities, writing mechanics and paragraph structure.

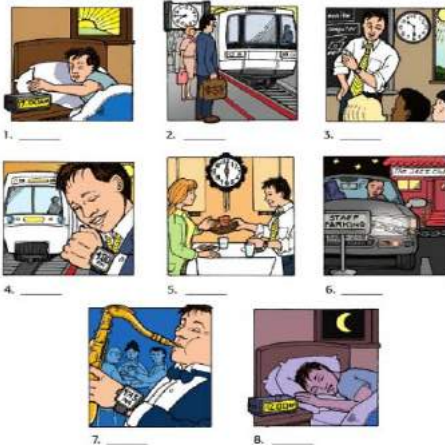
CHAPTER 5 Writing about Your Day

EARNING OUTCOMES

Paragraph Writing: Write a paragraph about a special or typical day.
Real-Life Writing: Write a message on a greeting card.

WRITING ABOUT A TYPICAL DAY

A Look at the pictures. They show a typical day in the life of a man named Roberto Trevino. Find the sentence that matches each picture. Write the letter of the sentence under the correct picture.



- Roberto teaches from 8:30 A.M. to 3:30 P.M.
- He wakes up at 7:00 A.M. to eat breakfast and get dressed.
- Finally, Roberto goes to bed at midnight.
- Then he takes the 7:45 A.M. train to the school where he teaches computer science.
- At 6:00 P.M., he eats dinner with his wife.
- He takes the train back home at 4:00 P.M.
- He plays the saxophone from 8:00 P.M. to 10:00 P.M. Sometimes he sings, too.
- At 7:30 P.M., he arrives at The Jazz Club.

B Use the sentences in Exercise A to complete a paragraph about a typical day in Roberto's life. The topic sentence and concluding sentences are given.

Roberto's Busy Days

Roberto's days are very busy.

As you can see, Roberto has a very busy life.

GRAMMAR FOR WRITING: Prepositions of Time

Prepositions are small but important words in English. It is important to use the correct preposition when you write.

Prepositions come before nouns in a sentence. One important use is to express time. We use many different prepositions to talk about time. The most common are *on*, *in*, and *at*.

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Writing about Your Day 73

Study the chart of prepositions used with time words.

Preposition	Time Words	Examples
on	+ day of the week + day of the week + part of a day + a specific date	I go to work on Monday. I take an English class on Tuesday evening. She was born on April 30.
in	+ a month + a season + a part of the day Exception: at night	She was born in April. We have fun in the summer. I do my homework in the afternoon. I do my homework at night.
at	+ a specific time	My English class starts at 9:30.
from . . . to	+ a specific time or date to a specific time or date	Mr. Morimoto exercises from 5:30 to 6:30 every morning.
for	+ a period of time	He exercises for an hour.

PRACTICE A Look at the cartoon. Circle the prepositions and time words. Underline the simple present tense verbs. Talk with a partner. Do you think the cartoon is funny? Why or why not?



"On Mondays, I get ready to plan my week. On Tuesdays, I plan my week. On Wednesdays, I revise my plan for the week. On Thursdays, I put my plan for the week into my computer. On Fridays, I think about starting my plan for next week."

B Complete the sentences with the correct preposition of time.

- I take an English class _____ Wednesday afternoon.
- She has to work late _____ Monday.
- Mohammed goes to work _____ 9:00.
- Cheng goes to school _____ the morning.

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- I sent the email _____ January 29.
- I study _____ three hours every day.
- I like to watch TV _____ night.
- I have classes _____ 10:00 _____ 4:30.
- The new semester starts _____ January.
- He wakes up _____ 7:30 _____ the morning.

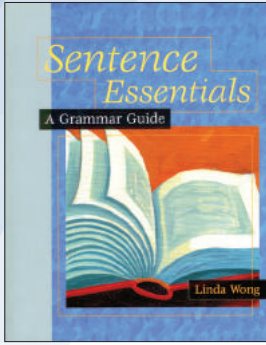
C Complete the paragraph with the correct prepositions of time.

My Busy Day

My days are very busy. I wake up _____ 6:30 A.M. and take my dog for a walk. Then, I eat breakfast, get ready for school, and make my lunch. I usually ride my bike to school. I have classes _____ 9 A.M. _____ 3 P.M. Then, I study at the library _____ the afternoon. I also have a part-time job. I wash dishes at a restaurant near campus. I work _____ 6 P.M. _____ 9 P.M. The job is not bad. I like the people I work with. I also get a free dinner! _____ 9 P.M., I ride my bike home. I take my dog for another walk. Then, I relax. I often watch TV _____ an hour. Sometimes, I read or listen to music. Finally, I get ready for bed.



Writing about Your Day 75



Sentence Essentials

A Grammar Guide

Intermediate - Advanced

Linda Wong

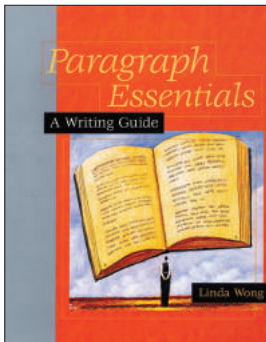
장문의 글쓰기를 위한 Grammar 마스터

Sentence Essentials는 학습자가 Writing을 정확하고 효과적으로 할 수 있게 Writing에 필요한 문법을 체계적으로 배울 수 있도록 한다.

- Unit의 도입부에서는 학습자가 작문할 때 필요한 요소들에 대해서 전반적으로 설명해 준다.
- 다양한 형식의 문제들을 제공하여 학습자가 완벽하게 Writing Skill을 익힐 수 있도록 한다.
- 매 Unit의 마지막 부분에서는 새로 배운 내용을 복습할 수 있도록 Writing Activities를 제공한다.
- 매 Unit에는 Internet Activities가 제공되어 학습자가 온라인 자료를 주제로 Writing 연습을 할 수 있게 한다.

Sentence Essentials

· Student Book



Paragraph Essentials

A Writing Guide

Intermediate - Advanced

Linda Wong

장문의 글쓰기를 위한 Writing Process 마스터

Paragraph Essentials는 학습자가 장문 및 높은 수준의 Writing에 필요한 핵심 Skill을 손쉽게 배울 수 있도록 고안되었으며, 학습자의 자신감을 키워 주고 Writing Process에 대한 흥미를 느끼도록 한다.

- 7단계 Writing 과정을 익히면서 초안부터 단락 쓰기의 마무리까지 이끌어 준다.
- 각 챕터에서 Review를 위한 주요 문법과 어법을 제시해 준다.
- 다른 학습자가 작성한 Paragraph는 실제적인 Writing 예시문으로서 유용하다.
- Essay 관련 챕터에서는 Paragraph Writing에서 자연스럽게 Essay Writing으로 넘어갈 수 있도록 해 준다.

Paragraph Essentials

· Student Book

Engaging Writing

Essential Skills for Academic Writing

Intermediate - Advanced

Mary Fitzpatrick

Academic Writing을 위한 글쓰기 교재

Engaging Writing은 중·상급의 ESL 학습자를 위한 2단계 쓰기 교재로, 학습자에게 성공적인 Academic Writing을 위한 기술을 배울 수 있게 한다.

- Engaging Writing은 성공적인 글쓰기를 위한 단계별 지침을 명확하게 제시하고 있다.
- 1권에서는 Paragraphs에 중점을 두고 2권에서는 에세이를 쓰는 과정에 중점을 두고 있다.
- 실제 글쓰기 예문을 제시하여 학습자가 스스로의 글을 평가할 수 있도록 한다.

Engaging Writing, a newly expanded two-level series, gives students the concepts and skills they need for success in academic writing.

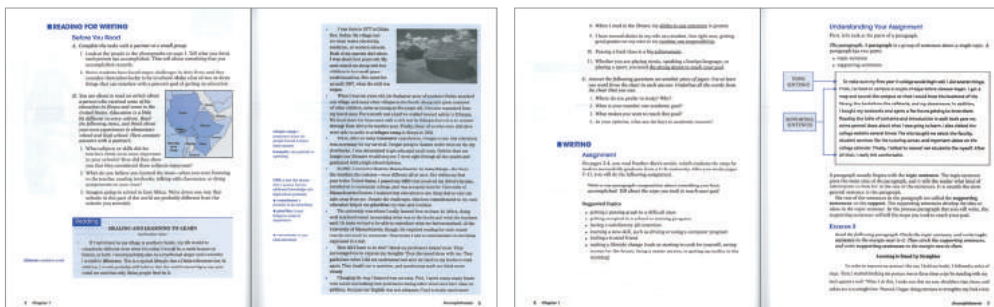
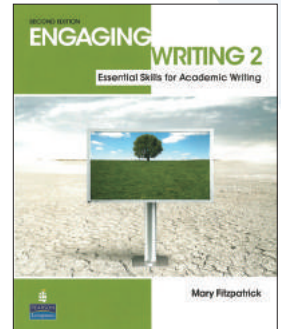
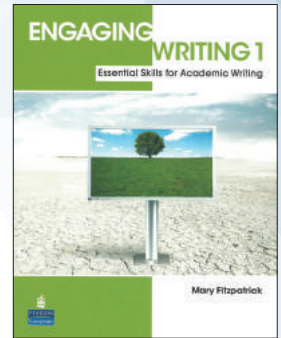
- Provides clear, step-by-step instruction in the writing process, focusing first on paragraphs (Engaging Writing 1) and progressing to essays (Engaging Writing 2).
- Together, Engaging Writing 1 and 2 feature a solid pedagogical core, using clearly presented and logically sequenced rhetorical, grammatical, and lexical teaching points supported by high-interest activities.

Features of Engaging Writing 1:

- Well-crafted instructional sequence allows for progressive skill building.
- Appealing themes and topics stimulate discussion and provide ideas for writing.
- Realistic models provide benchmarks for students to judge their own work.

Features of the new edition of Engaging Writing 2:

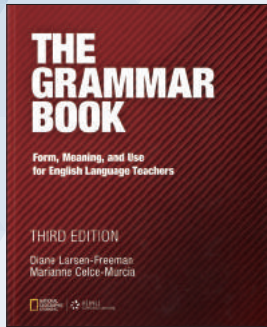
- Case studies of student writing provide realistic models of the writing process.
- Part 1 contains thematically-oriented, process-based writing instruction updated with fresh models and exercises.
- Part 2 highlights the issue of academic honesty and shows students how to quote, paraphrase, summarize, cite, and incorporate source material.



< Engaging Writing: Essential Skills for Academic Writing 1 >

Engaging Writing: Essential Skills for Academic Writing 1-2

• Student Book



The Grammar Book

[3rd Edition]

Intermediate – Advanced

Diane Larsen-Freeman | Marianne Celce-Murcia

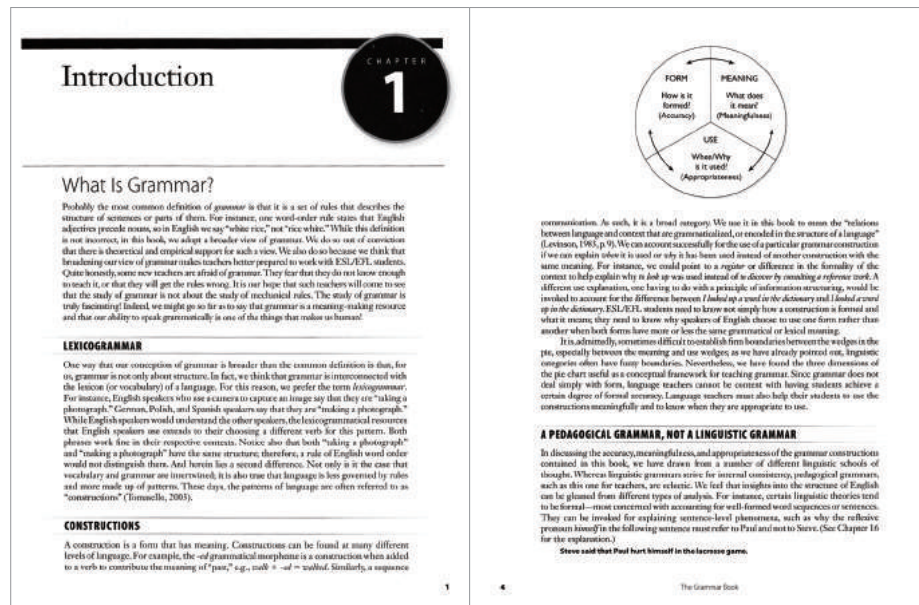
단 한 권으로 문법을 이해하는 교사용 참고서

The Grammar Book은 ELT 교사 혹은 예비 교사들이 영어의 문법 구조를 쉽게 이해할 수 있도록 한다.

- 각각의 문법 요소가 '어떤 형태로 이루어져 있는가?', '무엇을 의미하는가?', '언제, 왜 사용되는가?'에 대한 통합적 이해가 가능하도록 한다.
- 매 Unit의 마지막 부분에서는 교수법과 함께 예제와 참고 도서 목록까지 제공한다.
- 인지언어학이나 자료언어학에 있어 새로운 연구 결과를 덧붙이고 있다.
- 수업 교재로뿐만 아니라 문법 참고서로도 사용할 수 있다.

The Grammar Book introduces teachers and future teachers to English grammatical constructions.

- Offers highly acclaimed texts, used both as a course book and as a grammar reference guide.
- Describes not only the form, but also the meaning and the use of grammar constructions.
- Retains and updates its unique features
 - Contrastive information that alerts teachers to possible cross-linguistic influence.
 - Applications in the form of teaching suggestion, exercises, and further readings.
- Additional new research findings, especially from cognitive linguistics (for meaning) and corpus linguistics (for use).



< The Grammar Book >

The Grammar Book

· Student Book

TEST

42 • 알감자 TOEIC® START

44 • 알감자 TOEIC® BASIC

46 • Collins Skills for the TOEIC® Test: Speaking & Writing |
The Complete Guide to the TOEFL® Test: iBT Edition



알감자 TOEIC® START


Beginner - High Beginner

이기택 | 추천한

토익 입문자와 영어 왕초보를 위한 신토익 교재!

- 기존 토익 유형 문제는 물론 신유형 문제까지 함께 공부할 수 있도록 토익의 다양한 문제 유형을 친절하게 담았다.
 - 몸풀기 문제 + 정답 및 유형 분석 → Example → 적용하기 → 실력 테스트 → 실전 테스트의 순으로 단계적이고 체계적으로 구성하였다.
 - 토익 입문자와 영어 왕초보들이 토익에 부담 없이 적응할 수 있도록 각 단계를 보다 '쉽고, 자세하고, 친절하게' 구성하였다.
 - 신유형 집중 공략을 통해 최신 경향에 대한 감각을 익힐 수 있도록 하였다.
 - 신유형이 반영된 실전 테스트를 제공한다.
- Perfect guideline allows students to prepare for newTOEIC®.
 - Step by step and systematic program for [Sample Quiz + Answer & Pattern Analysis → Example → Application → Practical test → Actual test].
 - Each step is constructed thoroughly for beginners to learn with gradual difficulty.
 - Intensive practice for new types of test, key point and actual test are provided for students to master newTOEIC®.

Example 오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.




(A) (B) (C) (D)

In front of ~앞에 counter (점수계) 계산대, 입수대, 계산대 calculator 계산기 staple (문서) 들뜸 스테이플러를 사용하여 고정하다 document 문서

(A) The man is standing in front of a counter.
(B) The man is typing on a computer.
(C) The man is using a calculator.
(D) The man is stapling a document.


해설 ▶
(A) 남자는 책상(= the desk) 앞에(sitting) 있습니다. 사진에 counter는 보이지 않고, counter는 상점의 '계산대, 호점' 등의 '갑수대, 주방의 조리대' 등을 모두 가리킬 수 있는 단어라는 것도 함께 알아두세요. (×)
(B) 사진에 컴퓨터(computer)는 보이지 않습니다. (×)
(C) 남자는 책상(= the desk) 앞부분을 보는 중(looking)인데, 그중에서도 특히 계산기를 사용하고(= using a calculator) 있습니다. (○)
(D) 남자 앞에 스테이플러(stapler)가 보이지만 남자가 스테이플러를 사용하고(stapling) 있지는 않습니다. (×)

적용하기 오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.



(A) (B) (C) (D)

정답 분석 여자가 기차에서 신문을 읽고 있는 모습!



She is sitting by the window. 여자는 창문 옆에 앉아 있습니다.

The woman is sitting in a train. She is sitting alone. 여자는 기차 안에 앉아 있으며, 혼자 앉아 있습니다.

She is reading a newspaper. 여자는 신문을 읽고 있습니다.

168 ~ 169 221 newspaper 신문 magazine 잡지

(A) The woman is folding a newspaper.
(B) The woman is sitting in a train.
(C) The woman is reading a magazine.
(D) The woman is walking in the airplane.

해설 ▶
(A) 여자는 신문(newspaper)을 접고(folding) 있는 것이 아니라 읽고(reading) 있습니다. (×)
(B) 여자는 기차 안(= in a train)에(sitting) 신문을 읽고 있습니다. (○)
(C) 여자는 잡지(magazine)를 읽고 있는 것이 아니라 신문을 읽고 있습니다. (×)
(D) 여자는 걷고(walking) 있는 것이 아니라 앉아 있습니다. (×)

< 알감자 TOEIC® START LC+RC >

알감자 TOEIC® START LC+RC

· Student Book with MP3 CD

Example 1

다음 문제에 가장 알맞은 답변을 찾아 체크하세요.

The city manager requested that the ----- of the fountain be completed by the Spring Flower Festival.
(A) construct (B) constructed (C) construction (D) constructing

S + request that S + 동사원형 ~하라고 요청하다 (request의 목적어로 that절이 올 경우 that절의 동사는 (should + 동사원형) 또는 (동사원형으로 써야 함) fountain 분수대 be completed 완공되다 construct 건설하다 공사하다 construction 건설 공사

The city manager requested that the (C) construction (of the fountain) be completed by the Spring Flower Festival.
주어 동사 접속사 주어 목적어
시 관리자가 분수대 완공을 요청했다.

해설

선택지 보기를 보아 하니 알맞은 공사를 찾는 문제로군요. 빈칸은 that절의 주어 자리로, 앞으로는 정관사 the, 뒤로는 of the fountain의 수식을 받고 있습니다. 따라서 빈칸에는 명사 construction이 들어가야 적절하겠네요.

일찍문법 명사의 주요 역할과 위치

1 명사는 문장의 주어, 목적어, 보어 자리에 온다.

명사는 문장에서 주어, 목적어, 보어 역할을 할 수 있기 때문에 위치하는 자리 또한 당연히 주어, 목적어, 보어의 목적어 또는 전치사의 목적어, 보어 자리로.

The construction of the fountain is completed by the Spring Flower Festival.

주어 동사 보어

He has granted approval of the purchase of three new printing machines.

대동사 목적어 보어

It will be an advantage for the company.

주어 동사 보어

2 관사 또는 형용사 뒤에는 이름의 수식을 받는 명사가 있어야 한다.

명사는 부정관사 a/an이나 정관사 the의 한정을 받을 수 있고, 형용사의 꾸밈도 받을 수 있습니다. 따라서 빈칸 앞에 관사나 형용사가 있는데 이름의 수식을 받는 명사가 그 뒤에 보이지 않는다면 빈칸은 100% 명사 자리입니다.

▶ 명사의 위치 정리

- 명사(주어) + 동사
- a/an + 단수명사
- 타동사 + 명사(목적어)
- the + 명사
- 전치사 + 명사(목적어)
- 형용사 + 명사

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Example 2

다음 문제에 가장 알맞은 답변을 찾아 체크하세요.

Rachel Glover's team just finished a report listing different ----- for moving into the South African market.
(A) advantage (B) advantages (C) advantageous (D) advantageously

list 열거하다 move into ~로 진출하다 advantage 이점 advantageous 이로운 advantageously 이롭게

Rachel Glover's team just finished a report (listing different advantages) for moving into the South African market.
주어 동사 목적어

(B) advantages for moving into the South African market.
동명사 listing의 목적어

해설

빈칸은 동명사 listing의 목적어 자리이자 형용사 different의 수식을 받고 있습니다. 따라서 빈칸은 명사 자리이고, 그런데 advantage를 하나만 말하는 것이 아니라 서로 다른 다양한(different) '이점들'을 말하는 것이므로 복수명사인 advantages가 빈칸에 들어가야겠네요.

일찍문법 셀 수 있는 명사 vs. 셀 수 없는 명사

1 명사는 크게 셀 수 있는 명사와 셀 수 없는 명사로 나뉩니다.

명사는 우리말로 따지면 셀 수 있는 명사와 셀 수 없는 명사를 구분해서 씁니다. 즉, 셀 수 있는 명사는 단수인 경우 앞에 부정관사a/an + 단수명사를 붙여야 하고, 복수인 경우엔 뒤에 -s를 붙여야 하고, 반면, 셀 수 없는 명사는 부정관사a/an을 붙일 수도 없고, 복수형으로 쓸 수도 없고.

I need (laptop / a laptop / laptops).

난 노트북이 필요해요.

I need (information / an information / informations) on it.

난 그것에 관한 정보가 필요해요.

2 '수'를 나타내는 형용사는 셀 수 있는 명사와 쓰이고, '양'을 나타내는 형용사는 셀 수 없는 명사와 쓰인다.

• many (수)가 많은	• a few 적은	• few 거의 없는	+ 셀 수 있는 명사(복수명사)
• much (양)이 많은	• a little 적은	• little 거의 없는	+ 셀 수 없는 명사
• a lot of = lots of (수 또는 양)이 많은			+ 셀 수 있는 명사, 셀 수 없는 명사

I have many (money / coin / coins) in my pocket.

나는 주머니에 동전이 많아.

PART 1
PART 2
PART 3
PART 4
PART 5
PART 6
PART 7

Unit 1 • 명사 • 249

잠중문식

표현을 익힌 다음 다시 한 번 문제를 풀어 보세요.

1. (A) manage (B) managing (C) managerial (D) management

(Without decent -----) the proposed Dallas branch won't be able to successfully compete with the local competition.
주어 동사 보어

manage 관리하다, 경영하다 managerial 경영상의 management 경영 decent 괜찮은, 제대로 된 proposed 제안된 branch 지사 compete with ~와 경쟁하다 local 지역의 competition (집합적) 경쟁업체들

정답 (D) management

제대로 경영하지 않으면 제안된 댈러스 지사는 해당 지역 업체들과의 경쟁에서 살아남지 못할 것입니다.

해설

선택지 보기를 보아 하니 알맞은 공사를 찾는 문제로군요. Without decent -----는 '제대로 된 ----- 없이는'이란 뜻으로, 전치사 Without의 목적어이자 형용사 decent의 수식을 받는 명사 자리입니다. 따라서 빈칸에는 명사 management가 들어가야 적절하죠.

2. (A) investor (B) investors (C) investment (D) investments

There will be several ----- (attending the conference) (that Mr. Harris would like to arrange a lunch with).
동사 주어 관계대명사

investor 투자자 investment 투자 There will be ~가 있을 것이다 attend 참석하다 conference 대규모 회의 arrange ~를 일정을 잡다

정답 (B) investors

이번 회의에는 해리스 씨가 항상 식사를 함께하고 싶은 투자자들이 몇 명 참석할 것입니다.

해설

There will be several -----는 '-----가 몇몇 있을 것이다'라는 것으로 빈칸은 앞으로는 several(몇몇), 뒤로는 attending the conference(회의에 참석하는)의 수식을 받고 있습니다. 회의에 참석할 수 있는 대상은 사람이며, 또한 several의 수식을 받고 있으므로 복수여야겠네요. 따라서 빈칸에는 복수 사람 명사인 investors가 적절합니다.

3. (A) knows (B) knowing (C) knowledge (D) knowledgeable

The new employees have the ----- (needed to operate the machinery on the first floor).
주어 동사 목적어

knowledge 지식 knowledgeable 아는 것이 많은 employee 직원 operate 작동시키다 machinery (집합적) 기계들

정답 (C) knowledge

신입 직원들은 1층에 있는 기계를 작동시키는 데 필요한 지식을 가지고 있습니다.

해설

선택지 보기를 보아 하니 알맞은 공사를 찾는 문제로군요. 빈칸은 동사 have의 목적어 자리로 앞으로는 정관사 the, 뒤로는 needed -의 수식을 받고 있습니다. 따라서 빈칸에는 명사 knowledge가 들어가야 적절하겠네요.

4. (A) authorization (B) explanation (C) suggestion (D) reduction

Locke Pharmaceuticals is (still) waiting on ----- (from the FDA) (for the release of its new blood pressure medication).
주어 동사 목적어

authorization 승인 explanation 설명 suggestion 제의 reduction 감소 pharmaceuticals 제약사 wait on (무엇을) 결정하기 전에 ~을 기다리다 FDA (미국) 식품의약품 (Food and Drug Administration)의 목적어 release 출시 blood pressure 혈압 medication 약물

정답 (A) authorization

특히 제약사는 새로 개발한 혈압 약을 출시하기 위해 아직도 식품의약품의 승인을 기다리고 있다.

해설

선택지가 모두 명사라고, 문맥상 알맞은 의미의 명사를 찾는 문제입니다. '특히 제약사는 새로 개발한 혈압 약 출시를 위해 (for the release of its new blood pressure medication) FDA로부터 (from the FDA) -----를 아직도 기다리고 있다는 문장으로, 빈칸에는 '승인'을 뜻하는 authorization이 들어야 하겠네요.

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Unit 1 • 명사 • 253



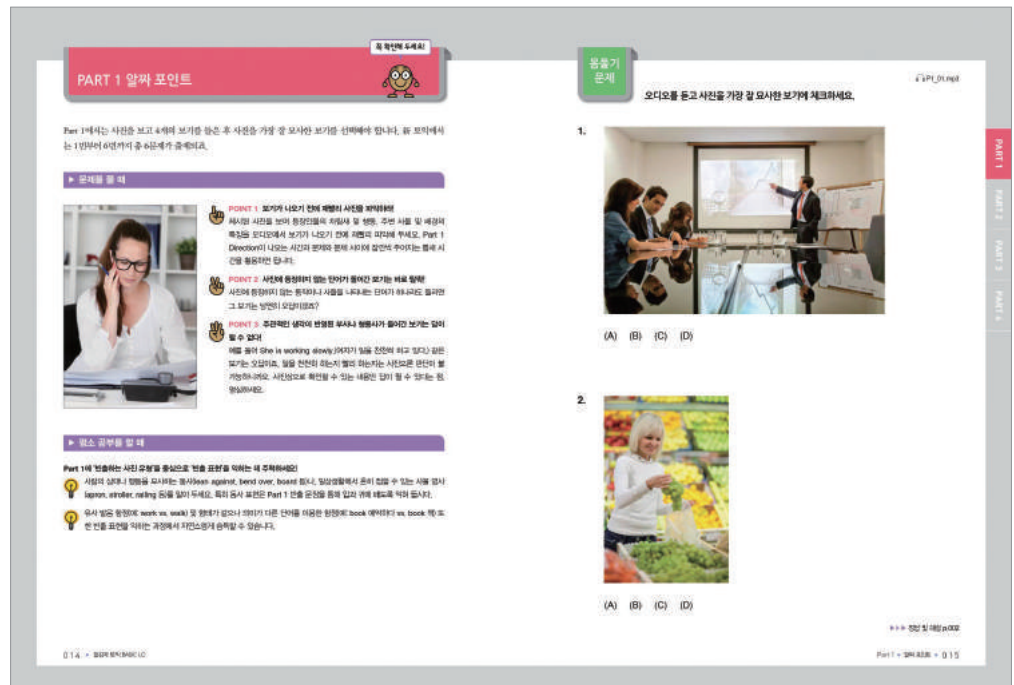
알감자 TOEIC® BASIC

High Beginner – Low Intermediate

이기택 | 성하연 | 박수민

최신 경향을 반영한 신토익 교재

- 기존 토익 유형 문제는 물론 신유형 문제까지 함께 공부할 수 있도록 토익의 다양한 문제 유형을 친절하게 담았다.
- 알짜 포인트 → 몸풀기 문제 → Example → 적용하기 → 실력 테스트 → 실전 테스트의 순으로 단계적이고 체계적으로 구성하였다.
- 특수 유형 집중 공략을 통해 신유형에 대비할 수 있도록 하였다.
- 알짜 포인트로 학습 공략법을 제시한다.
- 신유형이 반영된 실전 테스트를 제공한다.
- Perfect guideline allows students to prepare for new TOEIC®.
- Step by step and systematic program for [Key point → Example → Application → Practical test → Actual test].
- Intensive practice for new types of test, key point and actual test are provided for students to master new TOEIC®.



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알감자 TOEIC® BASIC RC

· Student Book

Unit 01 편지 및 이메일

문장 유형 학습 Get



비즈니스 서신 및 이메일은 Part 7에서 출제 빈도가 제일 높은 지문 유형입니다. 서신은 항상 맨 처음에 수신인(Dear ~)을 밝히고, 마지막으로 발신인을 밝히는 게 특징이죠. 특히 이메일은 맨 상단에 발신인(From: ~), 수신인(To: ~), 제목(Re: ~ 또는 Subject: ~), 발신 날짜(Date: ~)가 표시되기 때문에 문제의 종류에 따라 아주 좋은 단서를 제공하기도 합니다.

Example Questions 1-2 refer to the following e-mail.

From: Kelly Mitchell <mitchellk@gmail.com>
To: Mr. Collins <collins@lurid.com>
Date: August 17, 2016
Re: the status of the process

Dear Mr. Collins,

Thank you for the time and consideration you extended to me during our meeting yesterday concerning the Assistant Accounting Executive position at Lurid Enterprises. I enjoyed learning more about the company and its operations in the various fields of technology, agriculture, and even education.

I appreciate having had the opportunity to speak with you about my experience in related fields and my future goals, and how I might contribute to the firm.

As per your suggestion, I am contacting you to check the status of the process. I shall look forward to hearing from you and wish to thank you again for your courtesy.

Sincerely,
Kelly Mitchell

- What is the purpose of the e-mail?
(A) To discuss future goals
(B) To discuss related fields in the industry
(C) To inquire about the result of the interview
(D) To thank someone for their courtesy
- What kind of business is NOT Lurid Enterprises related to?
(A) Education
(B) Financial
(C) Technology
(D) Agriculture

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주제: 비즈니스 서신 및 이메일
비즈니스 서신 및 이메일은 Part 7에서 출제 빈도가 제일 높은 지문 유형입니다. 서신은 항상 맨 처음에 수신인(Dear ~)을 밝히고, 마지막으로 발신인을 밝히는 게 특징이죠. 특히 이메일은 맨 상단에 발신인(From: ~), 수신인(To: ~), 제목(Re: ~ 또는 Subject: ~), 발신 날짜(Date: ~)가 표시되기 때문에 문제의 종류에 따라 아주 좋은 단서를 제공하기도 합니다.

문제 1-2번은 다음 이메일을 참조하세요.

발신: 켈리 미첼 (mitchellk@gmail.com)
수신: 콜린스 씨 (collins@lurid.com)
날짜: 2016년 8월 17일
제목: [중요] 면접 관련 제의 상황

존경하는 콜린스 씨,

어제 저희 회사에서 열린 회계 담당 부장직(Asst. Accounting Executive)에 대한 면접에 참여하여 주셔서 감사드립니다. 다양한 분야의 회사 운영에 대해 배우는 기회를 가질 수 있었습니다.

여러분의 회사에 대한 정보를 더 알고 싶습니다. 특히, 교육, 기술, 농업 분야에 대한 정보에 관심이 있습니다. 이 회사에서 일할 수 있는 기회를 가질 수 있는 것만으로도 감사드립니다.

앞으로의 기회를 기대하고 있습니다. 언제든지 연락 주시면 감사하겠습니다.

감사합니다.

켈리 미첼

- 이메일의 목적은?
(A) 미래 목표를 논하기 위해서
(B) 관련 산업 분야에 대해 논하기 위해서
(C) 면접 결과에 대해 문의하기 위해서
(D) 회사의 감사장을 위해서

해설 > <
문단 상단의 주제(Re) 항목부터 파악하면, the status of the process에 대해 질문하고 있다고 볼 수 있습니다. 해당 내용을 참고하면, 이 이메일의 목적은 면접 결과에 대해 문의하기 위해서라는 것을 알 수 있습니다.

- 콜린스 씨는 현재 어떤 회사에서 일하고 있습니까?
(A) 교육 (B) 금융 (C) 기술 (D) 농업

해설 > <
제 2 문단을 보면, Lurid Enterprises에서 하는 사업이 아닌 것을 묻고 있으므로, 키워드는 Lurid Enterprises와 비교하여 주어진 네 단어(Education, Financial, Technology, Agriculture)입니다. 첫 단락에서 바로 이 키워드들이 한 번에 등장하네요.

- 콜린스 씨는 지난 일 주일을 얼마나 빚졌습니까?

- (A) 193.73달러
(B) 598.76달러
(C) 250.34달러
(D) 584.98달러

owe 빚지다

해설 > <

Outstanding Balance는 미납금, 개청을 의미합니다. 일한 요금을 의미하는 용어죠. 이 개청의 금액이 584.98달러입니다. 단위는 파운드 (£)라고 명시되어 있으므로 아직 내지 않은 금액은 584.98파운드입니다.

MISSION 3 >

- 콜린스 씨는 제일 최소한 얼마를 내야 할까요?

- (A) 193.73달러
(B) 598.76달러
(C) 250.34달러
(D) 584.98달러

해설 > <

전기를 전하 사용하지 않아도 매일 얼마를 내야 되는지 물어보는 질문입니다. Fixed Charges는 전기를 쓰는 최소 금액을 의미합니다. 기본적으로 내야 되는 요금, 즉 '기본요금'을 의미합니다. Fixed Charges 항목에 250.34라고 명시되어 있으므로,



청구서나 송금과 같은 문서는 문제와 관련 있는 항목을 정확히 파악하는 것이 중요합니다.

송장 및 청구서

▶ 송장 및 청구서에 자주 등장하는 질문 유형

- What is this invoice for? 무엇을 위한 송장입니까?
- What is true about the invoice? 이 송장에 사실은 무엇입니까?
- What is probably Turner Hidy's job? 테너 하이드의 직업은 무엇일까요?
- How much were the parts? 부품의 가격은 얼마입니까?
- How much of a tip did Ms Ando give? 안도 씨가 팁을 얼마 주었습니까?
- How much money does Hubert owe from last month? 허버트는 지난 일 주일을 얼마나 빚졌습니까?
- How many people ate at the restaurant? 이 식당에서 몇 명이 식사를 했습니까?
- How many hours of labor were required? 시공자 몇 명이 몇 시간이나 일했습니까?

▶▶ 이 밖에도 송장 및 청구서 문항에서 자주 등장하는 문항이 다양하게 출제됩니다.

▶ 송장 및 청구서에 자주 등장하는 표현들

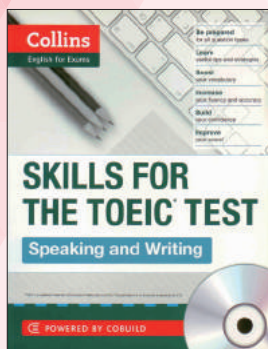
- invoice 송장, 청구서
- bill / utility bill 계산서, 청구서 / 공공요금 청구서
- item / (item) description / details 품목 / (물품) 내역 / 세부 내역
- QTY 수량 [quantity의 약자]
- outstanding balance 미납금
- price / amount / subtotal / total 가격 / 액 / 소합계 / 총합계
- gratuity / tip 봉사료, 팁
- All prices include taxes. 가격은 모두 세금이 포함되어 있음.

읽기 학습 공략 포인트! 송장 및 청구서

- 문제를 먼저 파악할 것
- 무엇에 대한 송장인지를 묻는 문제는 품목을 나타내는 항목부터 체크할 것
- 세부 사항을 묻는 문제는 질문의 핵심어와 관련 있는 항목을 체크할 것

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Unit 05 • 송장 및 청구서 • 057



Collins Skills for the TOEIC[®] Test Speaking & Writing

Low Intermediate – Advanced

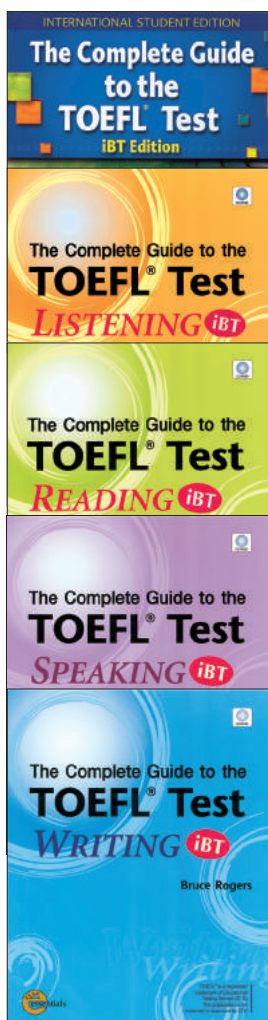
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Collins Skills for the TOEIC[®] Test: Speaking & Writing

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Bruce Rogers

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The Complete Guide to the TOEFL[®] Test

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• Audio CDs (13)

Listening

• Student Book with CD-ROM
• Audio CDs (8)

Reading

• Student Book with CD-ROM

Speaking

• Student Book with CD-ROM
• Audio CDs (4)

Writing

• Student Book with CD-ROM
• Audio CD

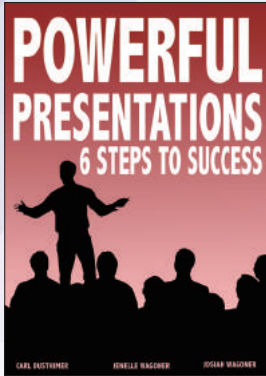
BUSINESS ENGLISH

48 • Powerful Presentations: 6 Steps to Success

49 • The Vocational English Series

50 • English at Work

51 • Get Ready for International Business



Powerful Presentations

6 Steps to Success

Carl Dusthimer | Jenelle Wagoner | Josiah Wagoner

성공적인 프레젠테이션을 위한 실용서

Powerful Presentations는 성공적인 프레젠테이션을 위한 방법을 여섯 단계에 걸쳐 조리 있게 제시한다.

- 실제 프레젠테이션에서 사용할 수 있는 유용한 표현을 제공한다.
- Author's Model을 통해 모범 답안을 보여 준다.
- 본보기로 동영상상을 제공하여 따라서 연습할 수 있게 한다.
- Examples, Activities, Review Game, Helpful Expressions, Hints for Greater Success 등을 통해 반복적으로 프레젠테이션을 연습할 수 있게 한다.
- 실생활과 밀접한 사례를 담고 있다.

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- A clear, step-by-step process to develop and deliver a presentation.
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- Hints to make presentations even more effective.
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Powerful Presentations: 6 Steps to Success

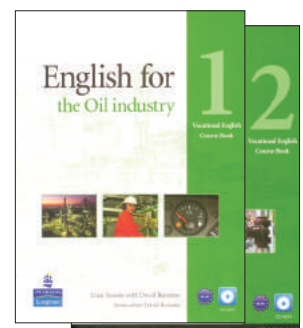
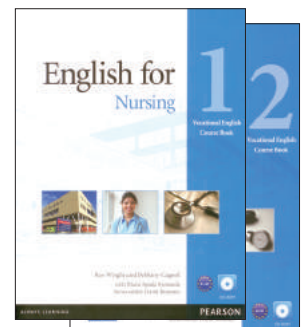
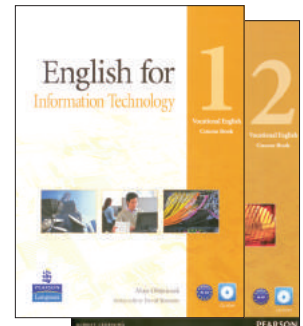
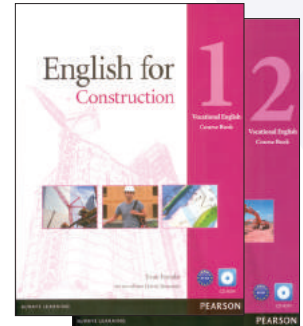
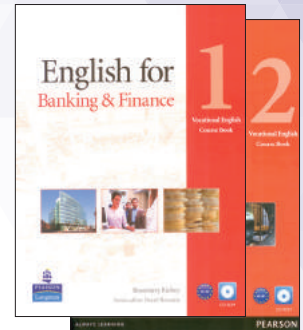
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The Vocational English Series

David Bonamy | Evan Frendo, Maja Olenjniczak | Rosemary Richie | Maria Spada | Ros Wright

직장인 및 취업 준비생들을 위한 최고의 시리즈!

- The Vocational English Series는 다른 교재에서는 다루지 않는 다양한 직업에 관련된 단어를 중심으로 업무에 관련된 전반적인 언어를 배울 수 있다.
- Banking and Finance, Construction, Information Technology, Nursing, Oil Industry 등 해당 직종에 취업을 준비하는 사람들이나 재직하고 있는 사람들에게 필수이다.
- 각 책에는 CD-ROM과 미국 영어와 영국 영어 발음이 같이 녹음된 MP3가 포함되어 있어 두 가지 발음을 같이 연습할 수 있다.
- Designed for students in vocational education as well as company employees, these titles cover the essential vocabulary that they needed in the work place. Each title contains a CD-ROM with interactive glossaries in both British and American English and the complete course book audio in MP3 format.



5 Investment

Investing money

Speaking 1 Look at these photographs. They show different ways of investing. Do you invest in any of these things? What other types of investments do you know? Work in pairs and discuss.

Reading 2 Read the text. Underline four things that people buy as investments.

INVESTING YOUR MONEY

Investment means using money to buy something that you expect will increase in value over time. There are many different types of investments. Some people put their money in stocks, bonds, or collectibles. Other people invest in shares and business units of a company. Not only can they make a profit by selling these shares at a higher price than they paid for them, but they can receive a dividend – a share of the profits which the company gives to its shareholders every year. People often talk about the difference between saving and investing. Sometimes the two terms appear interchangeable, but there is a big difference. Once simple investment involves some kind of capital risk. There is no guarantee that you will make a profit. In fact, the price of your shares may fall and you may not even get back your capital. The money you put in. Some banks sell their savings accounts 'investments accounts', but this is misleading. The only risk of savings accounts is that inflation will reduce the value of the money you put in them. There is no risk of losing your capital.

3 Read the text in 2 again. Are these statements true (T) or false (F)?

- 1 There is no difference between savings and investments. (T / F)
- 2 During an investment, there are both types of investments. (T / F)
- 3 Investments involve more risk than savings. (T / F)
- 4 There are two ways in which shareholders can make money from their shares. (T / F)
- 5 Savings accounts involve no risk at all. (T / F)

4 Find and underline the words in the box in the text in 2. Match them to these definitions 1–7.

asset capital collectible dividend guarantee profit risk

- 1 something that something will happen
- 2 the possibility that you will make a loss
- 3 the money you pay for an asset or put into a savings account
- 4 the money you make when you sell something for a higher price than you paid for it
- 5 a valuable thing that can be sold for cash
- 6 things that have value because many people are interested in owning them
- 7 a share in the profits of a company, which is paid to the shareholders

Listening 5 Listen to a financial adviser. Which types of investment is the best for you?

art bonds gold mutual funds property shares

6 Listen again. Match investments A, B and C to what the financial adviser says about them.

A shares B bonds C mutual funds

- 1 There isn't a predictable rate of return.
- 2 There is little risk, but the returns are quite low.
- 3 You put your money together with money from other investors.
- 4 There is no gain for you as you make a profit.
- 5 You get your capital back on a certain date in the future.
- 6 Your savings change from day to day.

Vocabulary 7 Complete these sentences with the words and expressions in the box.

capital dividend profit fixed rate of return open-end predictable rate of return

- 1 The interest rate is _____ at 2.5% for five years, which is quite low, so I am looking for an investment with a better _____.
- 2 No type of investment comes with a _____ that you will make a profit, so investors you may make a loss.
- 3 New investors can join at any time because it is an _____ fund.
- 4 This investment doesn't have a fixed interest rate so the amount you earn is not _____ of \$15,000.
- 5 If you sell his net collection and make it _____ that you won't get back the money you put in.
- 6 On the date when a bond matures, the company or government pays back your _____.
- 7 The company is doing well, so shareholders will get a good _____ this year.

< English for Banking and Finance 1 >

English for Banking and Finance 1-2

• Student Book with CD-ROM

English for Nursing 1-2

• Student Book with CD-ROM

English for Construction 1-2

• Student Book with CD-ROM

English for Information Technology 1-2

• Student Book with CD-ROM

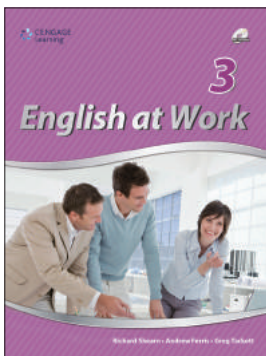
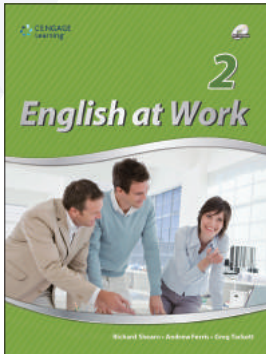
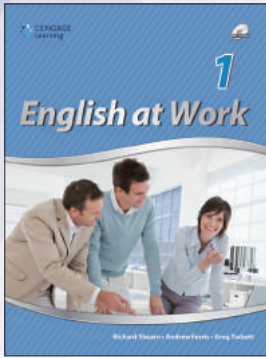
English for Oil Industry 1-2

• Student Book with CD-ROM

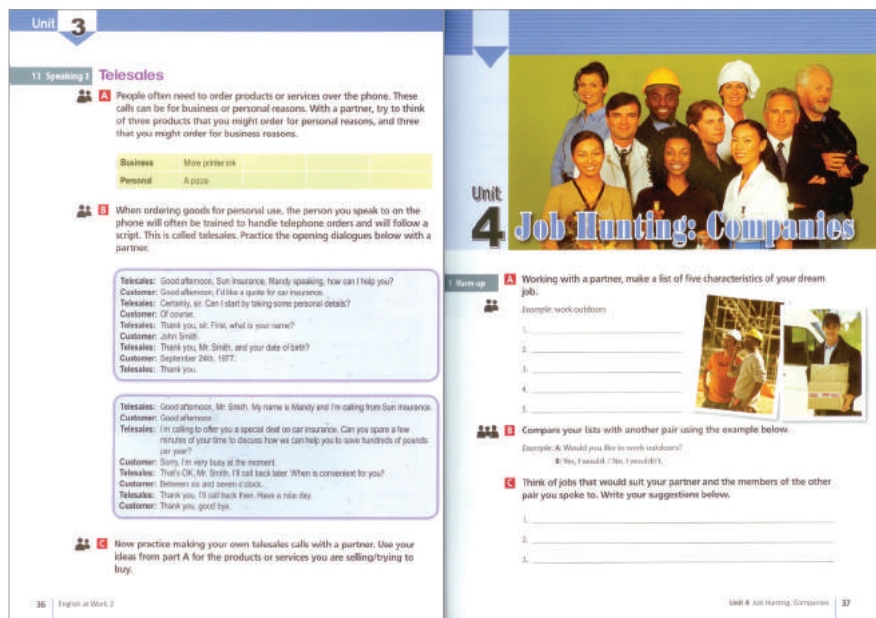
English at Work

Richard Shearn | Andrew Ferris | Greg Tackett

직장에서 Career 향상을 위한 실용 영어 교재



- Presentation Skill, Writing Skill, Social Skill, Communication Skill 등 직장 생활에서 필요한 다양한 실용 Skills을 담고 있다.
- 각 권 별로 레벨마다 같은 핵심 주제를 다루며 새로운 어휘와 문법적 개념을 소개한다.
- 각 Unit은 직업 환경의 맥락에서 한 가지 중요 문법적 요소에 초점을 맞추고 있다.
- Phrase Bank와 Interactive Task에 제시된 주요 어휘를 사용한 예시들은 실제 직장에서 있을 수 있는 상황에 근거하고 있다.
- 영어 능력 시험에 대비할 수 있는 TOEIC® 형태의 Mini 테스트도 포함하고 있다.
- Designed to help students prepare for careers in the modern age.
- Encompasses a wide variety of real-world skills that employers look for, including presentations skills, writing skills, social skills, and communication skills.
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- The examples in the book are based upon actual working scenarios, with key language being developed through phrase banks and interactive tasks.
- There are several mini TOEIC® style tests in the books to help you prepare for taking tests of your English ability.



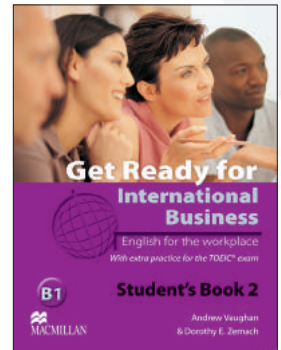
< English at Work 2 >

English at Work 1-2-3

· Student Book with MP3 CD

취업 준비를 위한 International Business 코스북

-
- Get Ready for**
International Business
- English for the workplace
With extra practice for the TOEIC® exam
- Student's Book 1**
- Andrew Vaughan
& Dorothy E. Zemanich
- A2**
- MACMILLAN**



UNIT

4

That's a great idea!

▶

1  **Discussing ideas**

1 Describe the photo. What are the people doing?

2  Listen and order employees are discussing how to improve their company's recycling process. Listen and order the correct answers.

3  Listen again and complete the conversation. There have been meetings in groups.

4  Now prepare the conversation again. Change the words in blue using the information below.

5  What do you think Kim will say now? Tick (✓) your guesses. Then listen to see if you are correct.

6  Shall we have a break now? **7**  Shall we have a break now? **8**  Shall we have a break now?

9  Shall we have a break now? **10**  Shall we have a break now?

Meetings and discussions: Agreeing and disagreeing

1  Jim is listening to staff suggestions for reducing costs. How much does he like their ideas? Listen to the conversation and write down his responses.

1  Move our office into this building, I think.

2  Our labour is 15% less.

3  Reduce travel expenses just.

4  Turn off lighting / air conditioning just.

5  Reduce overtime work just.

6  Listen again. How much does he like their ideas? Tick each answer (5 points or W levels). Pay attention to the intonation of his responses. Compare your answers with a partner.

7  Work with a partner. Complete the table by adding agreeing and disagreeing language from exercise 1.

Positive	Negative
I agree. I've decided.	No, that's a bad idea.
I like the idea.	I don't think that's a good idea.
That's possible, I guess.	I'm not sure that will work.

Week	What would do that I suggest

10  Get ready for International Week.

That's a great idea! **UNIT 4**

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HIGHER EDUCATION

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56 • Evans Shakespeare Editions

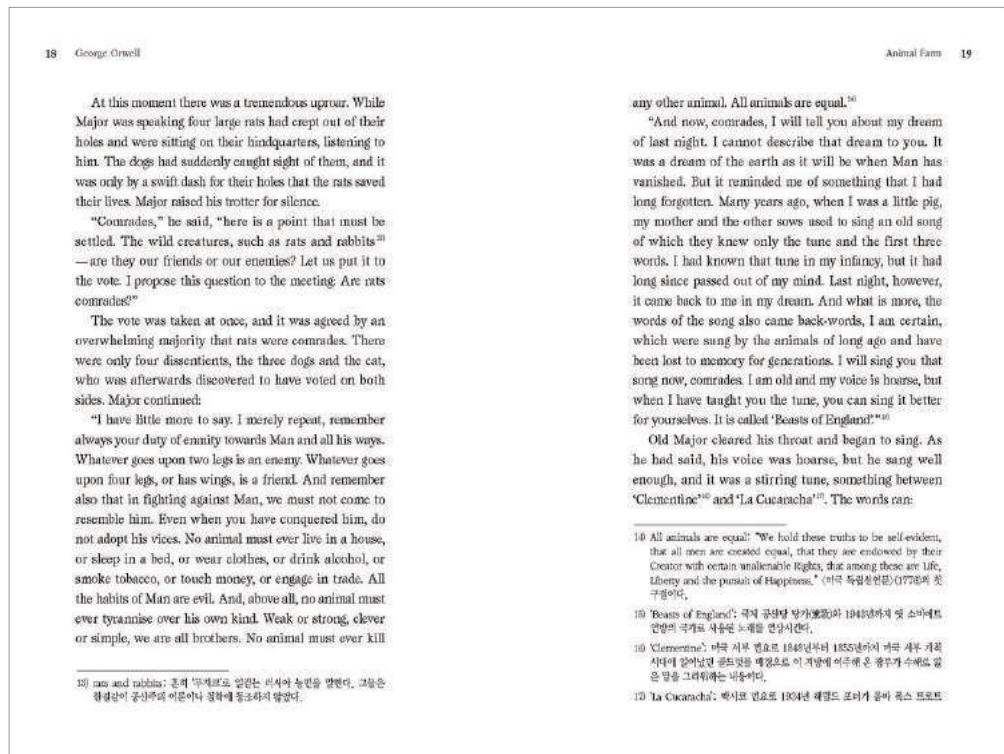
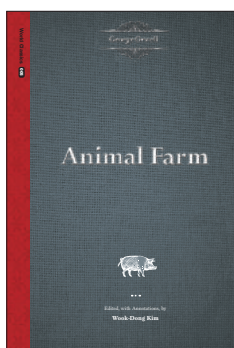
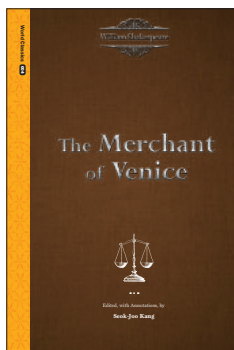
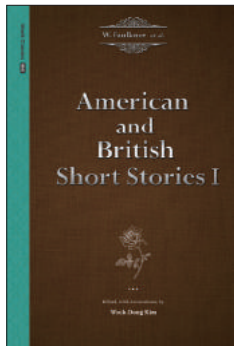
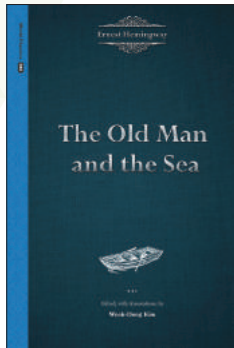
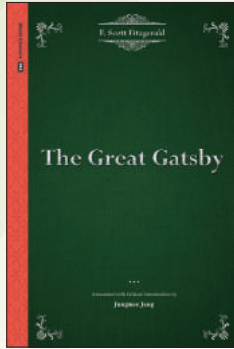
58 • The Study Skills Handbook [4th Edition]

World Classics

F. Scott Fitzgerald | Ernest Hemingway 외 다수
Annotated by Wook-Dong Kim 외

세계 문학을 읽다!

- 고전 영문학 작품을 원문으로 꼼꼼하고 정확하게 읽는 훈련이 가능하다.
- 영문학 전공 대학생뿐 아니라 일반 성인이나 중고등학생도 고전 읽기에 흥미를 가질 수 있다.
- 중요한 문법적 내용과 문학적 표현을 주석을 통해 쉽게 익힐 수 있다.
- 자세한 작품 해설을 통해 문화, 사회, 경제적 배경지식을 습득할 수 있다.
- Guides readers so that conscientious and accurate reading of the original text is possible.
- Level appropriate for not only college students but foreign language high school and elite high school students as well.
- Contains detailed explanations of important grammatical concepts and how words are used in context.
- Offers background knowledge and fundamental information for better understanding of text.



< Animal Farm >

World Classic

- The Great Gatsby
- The Old Man and the Sea
- American and British Short Stories I
- The Merchant of Venice
- Animal Farm
- American and British Short Stories II

- Winesburg, Ohio
- The Bell Jar
- 1984

주제어: 신화

신화는 서양 문화의 근간을 이루는 중요한 요소로, 고대 그리스 로마 신화에서부터 현대 대중문화에 이르기까지 다양한 형태로 표현되어 왔다. 이 책은 신화의 개념, 기능, 그리고 다양한 문화적 맥락에서의 변용을 탐구한다. 신화는 단순한 이야기나 전설이 아니라, 사회의 가치관, 신념, 그리고 정체성을 반영하는 문화적 산물이다. 이 책을 통해 신화의 본질과 현대 사회에서의 의미를 이해할 수 있을 것이다.

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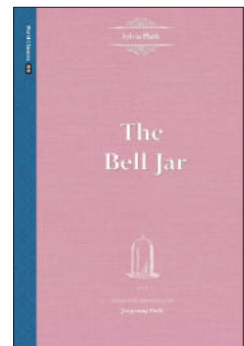
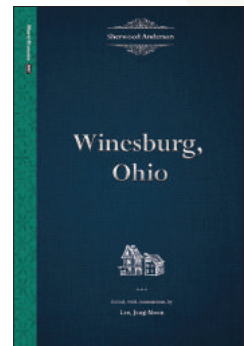
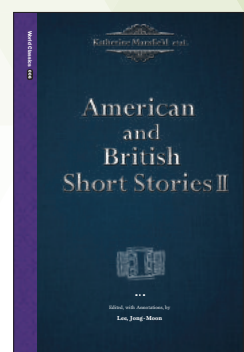
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World Classics 181

The Merchant of Venice

저자: William Shakespeare
번역: 김민준
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The Merchant of Venice 181

'해니시' 상연: 사회의 시금석

I

'해니시' 상연 (The Merchant of Venice)은 16세기 후반에 작성된 희곡으로, 셰익스피어의 대표작 중 하나이다. 이 희곡은 상업과 금융, 그리고 사회적 계급과 권력의 관계를 탐구한다. '해니시' 상연은 16세기 후반에 작성된 희곡으로, 셰익스피어의 대표작 중 하나이다. 이 희곡은 상업과 금융, 그리고 사회적 계급과 권력의 관계를 탐구한다.

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<The Merchant of Venice >

3

책머리에

영문학의 단편전집 I는 대학에서 영어영문학을 전공하거나 교양 과목으로 영문학 과목을 수강하는 학생을 대상으로 하는 편본. 단편 문학에 흥미를 갖고 문학 작품을 읽는 일반 독자들을 위해 쓰여졌다. 이 책에서 접하는 영문학에서 주로 다루는 영국과 미국, 그리고 아일랜드 주요 작가들의 대표적인 단편 작품을 선정하여 수록하고, 특히 어려운 단어나 구문에 대한 주석을 통해 독자들이 작품의 흐름을 쉽게 파악하고 정확하게 이해할 수 있도록 안내하고자 했다.

수록된 작품들은 다음과 같이 구성되어 있다. 제임스 조이스 (James Joyce)와 윌리엄 포크너 (William Faulkner), 어니스트 헤밍웨이 (Ernest Hemingway), 셔우드 앤더슨 (Sherwood Anderson)은 영미 문학에 큰 영향을 끼친 작가들로서, 이들의 단편은 모더니즘의 주제와 특징을 보여주고 있다. 캐서린 맨스필드 (Katherine Mansfield)가 사회에서 제국의 문제를 다룬다면, 수잔 글래스펠 (Susan Glaspell)은 남성 중심 사회에서의 여성의 위치와 삶을 보여주고, 제임스 조이스 (James Joyce)와 존 밀링턴 싱 (John Millington Synge)의 작품은 아일랜드 사람들의 삶과 문화를 이해할 수 있게 해준다. 또한 니체니얼 호손 (Nathaniel Hawthorne)과 앨프리드 노우 (Allan Poe)의 단편이 인간 내면의 어두운 세계를 탐험한다면, 사키 (Saki)와 그레이엄 그린 (Graham Greene)의 단편은 독자를 허겁지겁 미소를 짓게 만든다.

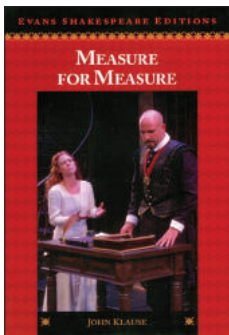
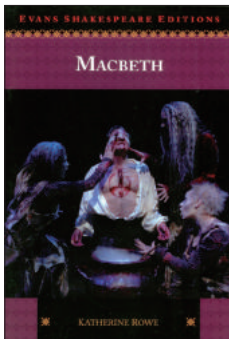
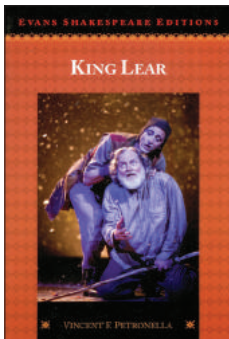
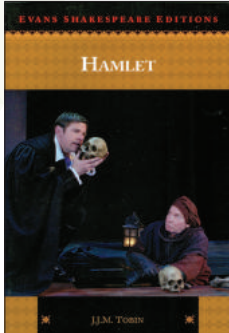
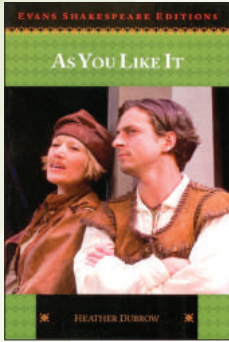
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The Garden Party

And after all the weather was ideal.¹ They could not have had a more perfect day for a garden-party if they had ordered it. Windless, warm, the sky without a cloud. Only the blue was veiled with a haze of light gold,² as it is sometimes in early summer. The gardener had been up since dawn, mowing³ the lawns and sweeping them, until the grass and the dark flat rosettes⁴ where the daisy plants had been seemed to shine. As for the roses, you could not help feeling they understood that roses are the only flowers that impress people at garden-parties; the only flowers that everybody is certain of knowing. Hundreds, yes, literally⁵ hundreds, had come out in a single night; the green bushes bowed down as though

1) And after all the weather was ideal: 날씨가 정말 나의 할아버지였다.
2) light gold: 밝은 황금빛
3) mow: (풀을) 다듬다
4) rosettes: 장미꽃 장식
5) literally: 글자 그대로, 사실상

<The Great Gatsby >



Evans Shakespeare Editions (Riverside Text)

John Tobin | Katherine Rowe | Vincent F. Petronella | Grace Tiffany | Douglas Bruster | Nina Levine | Heather Dubrow | John Klause | Lawrence F. Rhu

명불허전, Shakespeare 걸작선을 읽는 또 다른 즐거움

- William Shakespeare의 대표 작품들로 구성된 Evans Shakespeare Editions는 세계적인 유명 학자들에 의해 편집되었다.
- 대학생, 고등학생, 일반 독자가 Shakespeare의 작품과 작품 속의 전통적이면서도 현대적인 문맥을 포괄적으로 이해할 수 있도록 한다.
- 각 권의 편집자들은 극 소개는 물론 무대와 스크린 공연에 있어 극의 역사를 피력하고 있다.
- 각 타이틀은 Shakespeare의 일대기와 그가 상주했던 런던 극장가를 소개하고 있다.
- Evans Shakespeare Editions의 Text는 Shakespeare Riverside 버전에 근거하고 있으며, 고 Gwynne Blakemore Evans가 주석과 원문 해석을 하였다.
- Evans는 최고의 학문적 정확성으로 유명하며, 그의 Riverside Text는 최고 가치의 품격 있는 현대 Shakespeare Edition으로 알려져 있다.
- The Evans Shakespeare Editions are individual editions of essential plays by William Shakespeare, edited by leading scholars.
- Provides college and university students, advanced high school students, and interested independent readers with a comprehensive guide to the plays and their historical and modern contexts.
- The volume editor of each play has written an introduction to the play and a history of the play in performance on both stage and screen.
- Each volume includes an overview of Shakespeare's life and the world of London theater that he inhabited.
- The text for these plays comes from The Riverside Shakespeare, edited with notes and textual commentary by the late Gwynne Blakemore Evans.
- Evans was known for his unrivaled scholarly precision, and his Riverside text is an essential and much-admired modern edition of Shakespeare.

Evans Shakespeare Editions (Riverside Text)

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· Hamlet
· King Lear
· Macbeth
· Measure for Measure

· A Midsummer Night's Dream
· Richard III
· The Tempest
· The Winter's Tale

and potential errors, or both. Scenes of conspiracy evoke actual plots against James I: the Gowrie plot in 1600 and the Gunpowder Plot in November 1605. Duveen's court dramatizes the vulnerability of any regime to deception, self-interest, and disloyalty. The spectacle of the witches touches on concerns that James I himself wrote about in his *Daemonologie* (1597). This treatise on witchcraft engaged contemporary debates about its dangers, representing occult practices as the systematic inversion of natural hierarchies in the family, in the state, and in spiritual life (see Clark, 69–72). In a wave of popular witch plays, English theater explained these inversions. For contemporary legal theorists, witches posed challenges in the legal process, particularly in matters of evidence, which also deeply concern the play. The evil actions of a witch were by definition occulted: beyond the range of ordinary knowledge, not perceptible to the senses. How could a court prove or disprove agency when the causal links between evil intention and effect were essentially intractable in this way? Although the witches in *Macbeth* are palpable presences for much of the play, the degree of their evil intention remains an open question, as we have seen. Agnos, rather than settling the urgent question that English writers on witchcraft wrestled with, *Macbeth* builds them into its dramatic action.

Macbeth addresses the question of Anglo-Scottish union more obliquely, offering a national backstory for the project that James I pursued unsuccessfully but passionately. The Show of Kings, some carrying "twofold balls and treble scepters" (emblems of the two nations) dramatizes an unbroken line from Banquo (James Stuart's legendary ancestor) in James I (4.1.123). This procession of eight kings corresponds to a mythical lineage that circulated in the period, illustrated by the broadside in Figure 4. The family tree shows the pedigree of Prince James (not yet crowned as James VI) descending from "a mythical Banquo's mythical son Fleance, whose son Walter, we are told, was the first of the line to bear the name Stuart" (Evans, 1905).

Similarly, *Macbeth*'s England-sponsored return to this throne and his replacement of Scottish rules ("these") with English rules ("art")—"the first that ever Scotland in such an honor nam'd"—projects the strong and virtuous arm of English rule deep into Scotland's past, making James VI's accession seem an inevitable return, as triumphal as *Macbeth*'s (3.2.29–30). Dancing witches who compliment the monarch seem clearly designed for court performance (4.1.120–123). James I had a strong and well-known preference for substantiation that involved more dancing than installing or expositing. (See the "Note on the Text" section for speculations on dating.)

In all these respects, Shakespeare's complicity reflected as the King's Men in 1603, seem to be earning their cost.



Fig. 3. Banquo's real line and James I. From a broadside in the Sutherland Collection, Adamantan Museum, Oxford.

However, *Macbeth* would be much less compelling and unsettling if such glorifying gestures were all it offered. The narrative that *Macbeth* closes with—the triumph of a virtuous Anglo-Scottish force over the evil wrought by the "dead butcher and his fiend-like queen"—may seem an apt conclusion of the moral action as a whole. Yet the play reflects on the uses of such narratives in a way that undercuts the



Fig. 2. The famed British actor and director Herbert Beerhouse. Beerhouse played Caliban in 1594 at His Majesty's Theatre in London. Charles A. Beebe's 1904 painting depicts Beerhouse's somewhat unusual Caliban shows the influence of Duveen's theory on Beerhouse's interpretation of the character.



Fig. 4. The poster advertising Beerhouse's production carried to early twentieth-century English audiences' interest in Caliban. Although in the play Caliban is referred to as "be," this distinctly feminine image of the spirit suggests the androgyny of the character, who was played in the manner by Viola, Tree, the director's daughter.

TERRENSAND The duty does remember my dream'd father.
This is no mortal business, nor no sound
That the earth owes. I hear it now above me.
FERDINAND The fringed curtains of thine eye advance,
And see what thou hast seen toad.
FERDINAND What, sir, a spirit?
Lord, how it looks about! Believe me, sir,
It carries a heavy form, but 'tis a spirit.
FERDINAND No, witch, it can, and dares, and hath such senses
Was in the wrack; and but he's something staid
With grief (that's beauty's canker), thou mightest call him
A goblin person. He hath lost his fellows,
And stays about to find 'em.
MIRANDA I might call him
A thing divine, for nothing natural
I ever saw so noble.
[Aside] It goes on, I see,
As my soul prompts it. Spirit, fine spirit, I'll free thee
Within two days for this.
FERDINAND Most true, the goddess
On whom these airs attend! Vouchsafe my prayer!
May know if you remain upon this island,
And that you will some good instruction give:
How I may bear me here. My prime request,
Which I do last pronounce, is (O you wonder!)
If you be maid, or no?
MIRANDA No wonder, sir;
But certainly a maid.
FERDINAND My language! Heaven!
I am the best of them that speak this speech;
Were I but where 'tis spoken.
MIRANDA How? the best?
What wert thou, if the King of Naples heard thee?
FERDINAND A single thing, as I am now, that wondrous
To bear their speak of Naples. He does hear me,

408. owes: owes. 409. advance: take. 410. beauty's canker, spiritual. 415. but: except that something material is visible. 416. canker: even. 417. goblin: a demon. 418. spirit, fine: the most delicate spirit. 419. prime request: most important. 420. maid: i.e., a human maiden, not a goddess. 421. maid: virgin. 422. spirit: a single entity. 423. single: solitary, because he thinks that he and the King are one and the same, but he probably has in mind also the other

< Macbeth >

< The Tempest >

THE TRAGEDY OF RICHARD THE THIRD
Now, when my father York and Edward wept
To hear the pitiless moon that Rutland made
When black-fac'd Clifford shook his sword at him:
Now when thy woful father like a child,
Told the sad story of my father's death,
And twenty times made pause to sob and weep,
That all the maiden-by had wet their cheeks
Like trees bedew'd with rain—in that sad time
My manly eyes did scorn an humble tear:
And what these sorrows could not thence exhale,
Thy beauty hath, and made them blind with weeping.
I never need to friend nor enemy:
My tongue could never learn sweet soothing word,
But now thy beauty is propound my foe,
My proud heart sways, and prompts my tongue to speak.
She hails comfortfully at him.
Teach not thy lip such words for it was made
For kissing, lady, not for such contempt.
If thy revengful heart cannot forgive,
Lo here I lend thee this sharp-pointed sword,
Which if thou please to hide in this true heart,
And let the sword forth that swordless lie,
I lay it naked to the deadly stroke.
And humbly beg the death upon my knee.
He lays his hand upon the offer at [if] with his sword.
Nay, do not pause for I did kill King Henry—
But 'twas thy beauty that provoked me.
Nay, now dispatch: 'twas I that subd'd young Edward—
But 'twas thy heavenly face that set me on.
She falls the sword.
Take up the sword again, or take up me.
ANNE: Arise, dismember! Though I with thy death,
I will not be thy executioner.
GLOUCESTER: Then bid me kill myself, and I will do it:
ANNE: I have already.
GLOUCESTER: That was in thy rage.
Speak it again, and even with the word
Thy hand, which for thy love did kill thy love,
Shall for thy love kill a far truer love.



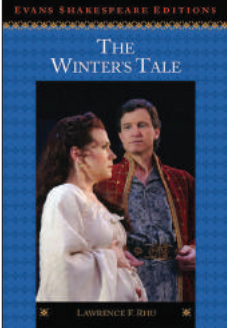
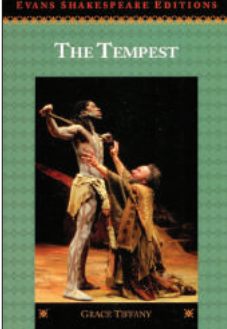
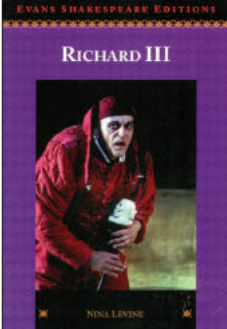
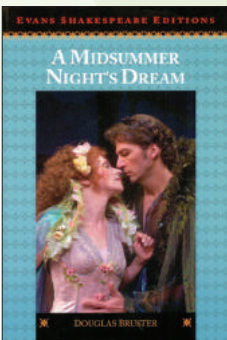
Fig. 1. Portrait of Edward IV, son of Richard III, painted by J. J. Hals (1644). The gaze "seems to bait the concentrated eyes of the mind, and so have a deep and decisive feeling of its own. The eyebrows come down edge and corner of his face in pale and full of intensity—And his eyes are compared with an immense feeling" (from a review in the *Chronicle*, 27 April 1647).

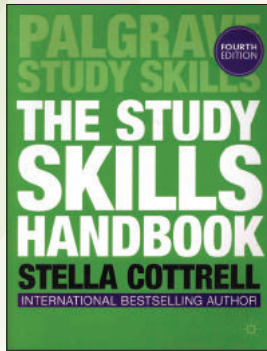


Fig. 2. Portrait of King Richard III (1482) (artist unknown). Evidence of difference is noticeably absent from this much-copied image. Descriptions between the portrait and Shakespeare's rage person have prompted much speculation from later scholars of the King.

195–96. when . . . him. See *Henry IV*, 1.3. 196. That is this. 198. soothing: flattering. 199. propound my foe: hold forth as my sword. 199. v. d. offers: offers. 199. v. d. falls: falls.

< The Tragedy of Richard the Third >



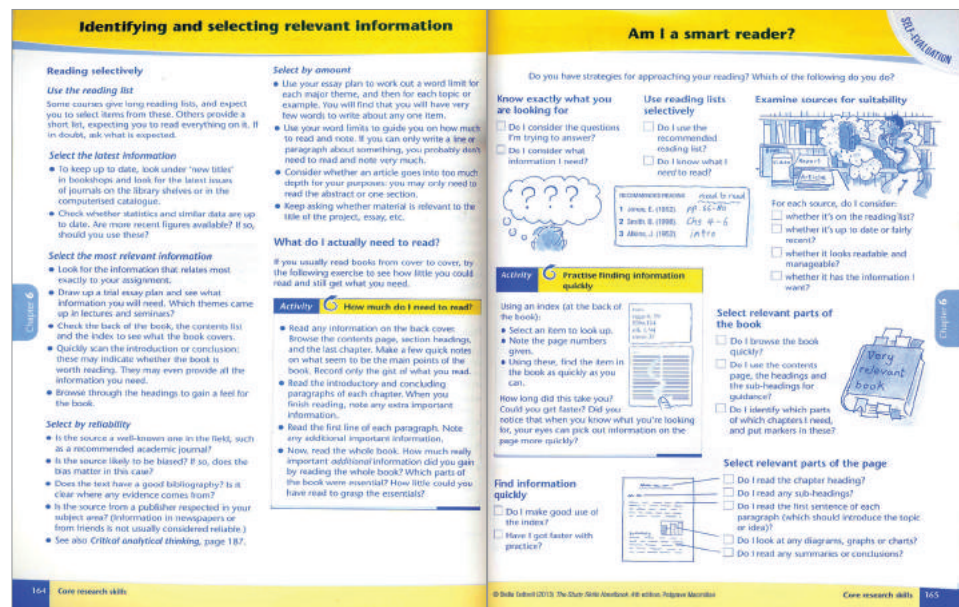


The Study Skills Handbook [4th Edition]

Stella Cottrell

대학 학습에 있어서 성공을 보장하는 베스트셀링 지침서

- 연구 조사, 비판적 사고, 복습, 팀워크 등 핵심적인 Study Skill을 매 챕터마다 제공한다.
- 학습에서의 성공, 시간 관리 등에 대한 최신의 내용을 포함한 새로운 챕터들이 들어 있다.
- 대학 학습을 위해 꼭 필요한 핵심적인 방법론과 사고 기술을 키워 준다.
- 효과적인 학습 습관과 적극적인 학습 태도를 키우는 법에 대한 가이드를 제공한다.
- Chapters on all the core study skills - including research, critical thinking, academic writing, revision, team work and more.
- Lots of new material including brand new chapters on student success and time management.
- Develops core methodologies and thinking skills needed in Higher Education.
- Offers guidance on how to develop effective study habits and a positive approach to study.



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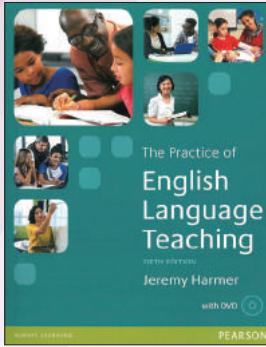
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The Practice of English Language Teaching [5th Edition]

Jeremy Harmer

Contents

Unit 1.	The world of English language teaching
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Unit 10.	Seating and grouping students

언어에 대한 총체적인 이론과 효과적인 언어학습에 대한 교재

- 세계 공용어인 영어에 대해 논의한다. (누가 배우고 왜 배우는가)
- 교사의 결정에 영향을 미치는 학습자의 특성과 학습 관리 지침에 대해 논의한다.
- 언어 체계(문법, 어휘 및 발음)와 언어 기술(말하기, 쓰기, 듣기 및 읽기)을 가르치는 것에 대한 접근법을 설명한다.
- 최근의 방법론적인 Practice를 반영한 광범위한 Teaching Idea를 제공한다.
- 교실에서 사용 가능한 Skill의 역할에 대해 분석한다.
- 디지털 시대의 언어 학습 평가에 대해 설명한다.
- DVD를 통해 생생한 수업 장면과 교실 수업에서의 중요한 통찰력, 그리고 저자와 교사 간의 언어 교육 문제에 대한 토론을 보여 준다.
- A discussion of English as a world language (who learns it and why).
- A discussion of learner characteristics which influence teacher decisions, including guidance on managing learning.
- A description of approaches to teaching language systems (grammar, vocabulary and pronunciation), and to teaching language skills (speaking, writing, listening and reading).
- A wide range of teaching ideas reflecting current methodological practice.
- An examination of the role of available technology in the classroom.
- A description of assessment for language learning in the digital age.
- DVD showing authentic lesson, providing invaluable insights into classroom teaching, and discussions between the author and the teachers about language teaching issues.

The Practice of English Language Teaching

· Text Book with DVD

1

The world of English language teaching

TESOL (teaching English to speakers of other languages) is not one single profession. There are many different ways to teach English and places where it is taught – from the general English of many school classrooms around the world, to the more specialised worlds of business English or English for academic purposes (EAP). And the language itself is not one 'thing' either; constantly evolving and being used in more and more diverse situations, it challenges English language teachers (and course designers) to make decisions about what kind of English to teach and, of course, how to do it.

1.1 Who speaks English?

It is likely that there was a time (in the early Middle Ages) when English was spoken almost exclusively by English people living in what is now England. Even then, however, there will have been outsiders who wanted to learn the language so that they could communicate with native speakers. At that time, English already constituted an amalgam of many different language strands, but the developing language didn't stay where it had started. It migrated through conquest and trade to other countries, such as the USA, Canada, Australia, New Zealand, the West Indies, the Indian subcontinent, parts of Africa and Asia and many other corners of the globe. And it didn't stop there. It has morphed and spread to other countries and populations, too, until it has become one of the world's main languages of international communication and commerce.

Discussions about who speaks English have been heavily influenced by the work of Braj Kachru who, more than three decades ago, proposed a 'three circles' view of English in the world, where the 'inner circle' comprised countries such as the USA, the UK, Australia, etc. These were countries where English was the national language (and the mother tongue of most of its users). Kachru suggested there were about 320–380 million English speakers of this kind (Kachru 1985). In the 'outer circle' Kachru included 150–300 million speakers from countries such as India and Singapore, where there was a long history of English use, and where local varieties of the language have developed. Finally, Kachru proposed an 'expanding circle', where English is a dominant foreign language. This expanding circle included countries as diverse as China, Sweden, Turkey and Argentina.

The numbers in Kachru's 1985 model have to be seen as informed 'guesstimates' rather than exact figures, partly because of the unreliability of data gathering. But one thing we can say for sure is that they are (unsurprisingly) way out of date. Two years before his 'three circles' article, for example, Kachru himself had written 'One might hazard a linguistic guess



Figure 1 Kachru's three circles (figures in millions)

chapter 1

here, if the spread of English continues at the current rate, by the year 2000 its non-native speakers will outnumber its native speakers' (1983: 3).

Kachru's 'linguistic guess' was absolutely right, but on a much greater scale than he might have supposed. Estimates vary, but the ratio of native speakers to non-native speakers is anywhere between 1:2 (Rajagopalan 2004) and 1:5 (Graddol 2008), and this gap is widening all the time. In terms of numbers, therefore, something like a quarter of the world's population speaks English as part of their multilingual identity, and native speakers are in a proportionately ever-decreasing minority. Of course, when we are discussing English 'speakers', we first have to decide what 'speaking English' means. If we were to include everyone who is learning English at beginner levels (as well as those who are competent speakers), we would get a very different figure from the total of people who speak English at upper-intermediate level – the B1 or B2 level (Common European Framework of Reference) or 51–67 (Global Scale of English). We will discuss these ways of describing student levels in 5.4. English sometimes seems as if it is everywhere, though in reality, of course, it is not. Graddol (2008: 207) quotes one estimated forecast of three billion 'functional users' of English by 2040, but this still leaves about 60 percent of the world's population having poor or no English skills. Moreover, the English that is spoken around the world is not necessarily always the same kind of English, as we shall see – and that has implications for language teaching.

1.1.1 Varieties of English

There is more than one version of English, of course. In the south of England, many people speak 'standard southern English' (SSE), the variety of British English which appears in many coursebooks and exams for learners of English. But if you travel north, you will find English that is clearly not standard southern English; similarly, in Scotland, Wales or Northern Ireland, many people speak other different varieties of the same language. There are, of course, plenty of similarities of grammar, lexis and pronunciation and, in most cases, a mutual intelligibility, but there are also significant differences in terms of language construction and pragmatic use. And in England itself, different regional areas have clearly identifiable language varieties.

Variation of a similar kind is found on a far bigger scale in the USA, of course. We might identify General American (GA) as a kind of US equivalent of standard southern English (Celce-Murcia 2014a: 69) – one which, like its British counterpart, is also used in teaching and examining all over the world. But anyone who has ever been to North America (or who has watched US and Canadian movies) must be aware of the many and varied regional and ethnically diverse Englishes which are present all over the North American continent. And so, even in native-speaker countries, many language varieties coexist.

As we have said, teachers, exam boards and materials writers generally opt for one of two 'inner circle' varieties – GA or SSE – but these varieties, too, show differences of grammar (*Did you see him yet?* / *I have you seen him yet?*), vocabulary (*elevator/lift*, *pants/trousers*), pronunciation (*advertisement* vs *advertisment*; */s/* vs */z/* for *law*) and spelling (*analyse/analyze*, *color/colour*). In most cases, though, these varieties are remarkably similar and almost always mutually understandable.

Outside the 'inner circle' versions of English, the situation is equally fascinating. First of all, there are recognisable and well-established 'outer circle' varieties such as Indian or Singaporean English. Secondly, where English is becoming a language of inter-country communication in, for example, South East Asia (Indonesia, Thailand, Vietnam, etc.), it is

The world of English language teaching

arguable that a recognisable new form of Asian English may be emerging. And finally, we need to be aware of the enormous number of speakers of English who speak it as a second or additional language (see 1.1 above), whether they themselves are Argentinian or Japanese, Italian or Mexican. The chances are that these people will not be speaking English with 'natives', but instead with second-language English speakers from other countries. This, incidentally, is now the reality in many large urban areas in 'inner circle' countries – such as London, New York, Toronto or Melbourne, for example – where a significant number of inhabitants may not have English as a home language and may be speaking to other English speakers who use a variety of different Englishes.

One kind of English which receives a great deal of attention – and which reflects the reality we have been discussing – is called English as a lingua franca (ELF). This is another and more widely-used name for what is sometimes called English as an international language (EIL). ELF is English used as 'a means of communication between people who come from different language backgrounds ... not a language variety in the traditional sense of the term' (Jenkins 2012: 487). It can be observed 'over the internet, on Facebook, as well as in an office in Beijing, a university in Amsterdam, a market stall in Marrakesh, a bar in Milan, and a hostel in São Paulo' (Cogo 2012: 98). One of the most noticeable features of this phenomenon is that ELF speakers seem to be very 'accommodating', jointly ensuring that communication is successful in a way that might horrify native-speaker examiners who demand accuracy based on native-speaker norms. Indeed, there seems to be a disconnect between the way English is frequently examined and taught (teachers – and coursebooks – tend to insist on accuracy based on native-speaker norms), and the way in which English is used by the majority of its speakers. 'Native-speaker reference books,' writes David Graddol, 'may be developing as better guides to native-speaker usage, but are less useful as models for learners' (Graddol 2008: 115).

When Barbara Seidlhofer studied ELF conversations, she found a number of 'deviations' from native-speaker norms. Typical features of ELF speech included 1) frequent failure to use the third person singular of the present simple (e.g. *She look very sad*), 2) the use of the relative pronouns *who* and *which* interchangeably (e.g. *a book who, a person which*), 3) adoption of all purpose questions tags such as *isn't it?* Or *no?* (where native speakers typically used more grammatically-based options such as *He could have been more careful, couldn't he?*), and 4) the pluralisation of nouns which are considered uncountable in some native-speaker varieties (*furnitures, advices*) (Seidlhofer 2004: 220). Elsewhere, Jennifer Jenkins noticed that most ELF speakers do not differentiate between strong and weak forms (of words such as *to*, which can be pronounced /tu/ or /tə/) and that they substitute voiced and voiceless /b/ and /p/ with /v/ and /d/ (*think becomes sink or tink*). This may be because /b/ and /p/ do not occur in the majority of the world's languages' (Jenkins 1998: 122).

How should we approach this reality? Jennifer Jenkins herself suggests that teachers should not 'correct items that are emerging as systematic and frequent in ELF communication', and that we should 'avoid idiomatic language'. In pronunciation teaching, she advocates that we 'focus on the core items and leave the non-core to the learners' choice' (Jenkins 2004: 40). This latter suggestion has been taken up by Robin Walker in his book on teaching the pronunciation of ELF (Walker 2010).

To some, it has sounded as if ELF researchers have been proposing a kind of 'reduced' version of English, and that this should be the target of language study – and indeed, talking about concentrating on a basic core seems to give weight to these claims. But as most

The world of English language teaching

But, of course, if immigrants to Canada are studying English in Toronto, we are likely to offer them different learning opportunities from those we offer students in Hanoi or Rio de Janeiro because, in the end, a lot will depend on why they are learning English in the first place.

1.2.1 General English and ESP

General English is taught all over the world as a school subject, with no specific purpose in mind, except that language learning is thought to be good for learners, and English is a language that is worth learning. Such teaching has been the predominant model for a long time in schools, colleges and private language schools.

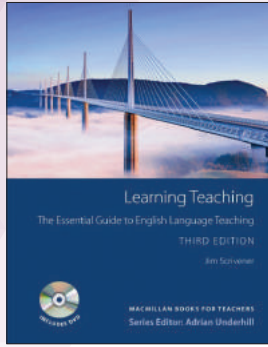
Typically, syllabuses for general English courses are organised in terms of the grammar and vocabulary to be taught, together with pronunciation elements and language skills work (listening, speaking, reading and writing). In general English lessons, teachers decide on what language they want to teach and then find content and activities which will help their students learn it. This is in stark contrast to syllabuses which take content (subject matter) as their starting point (see 1.2.3).

However, many people do have clearly identifiable reasons for learning English. Perhaps they want to work as nurses in a hospital in an English-speaking country, or perhaps they need to learn the English that is used by pilots and air-traffic control employees; maybe they wish to work as lawyers, or they wish to study science and technology. In this case, they will be learning English for specific purposes (ESP). Such students have a clearly defined academic, professional, learning or vocational need, and this will influence the language they study and the syllabus they follow.

Experts have identified many different kinds of ESP, including EST (English for science and technology) and, importantly, for the increasing number of students who pursue tertiary education in the language, English for academic purposes (EAP). EAP students typically need to develop their skills in such areas as referencing, essay structuring, note-taking and making presentations, etc. (Strike and Tebbutt 2013).

How do teachers know what to teach in an ESP course? One way of doing this is to conduct a needs analysis. Ideally, this will involve having an understanding of the situations the students are in or are likely to be in and the language events, genres (see 2.3.2) and items this involves. So, for example, David Wood, in preparing his students for work placements, analysed the language chunks and formulaic structures (see 2.5.3) that native speakers used in the workplace. In class, his students then role-played typical workplace situations (which they themselves might be involved in) where these language elements could be used (Wood 2009). In other words, what happened in the workplace determined what the teacher offered the students in their speaking lessons.

In a different context, Henry Emery suggests that if we want to teach aviation English (for pilots and air-traffic controllers), we need to know the kinds of exchanges our students will be involved in. This would ideally involve teachers or course designers sitting in aeroplane cockpits or air-traffic control towers watching, listening to (and recording) the kind of language that they need if they are to operate efficiently (and safely) in their professional domain (Emery 2008). But however we gather our data, what is important is that we identify the type of English our students need and the situations they need it in. In the case of air-traffic control, this may involve highly idiosyncratic technical language such as:



Learning Teaching [3rd Edition]

Jim Scrivener

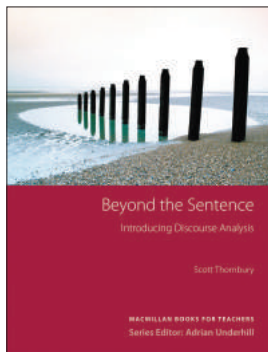
영어 교육 지침서의 베스트셀러

1994년 출간 이후 꾸준한 베스트셀러로 ELT 교사에게 없어서는 안 될 필수 영어 교육 지침서

- 실제 수업 장면 등 실용적인 교수법을 담고 있는 DVD가 수록되어 있다.
- 실수를 바로잡는 법, 구체적인 교수법, DVD 활용법 등이 포함되어 있다.
- 컴퓨터, 전자 칠판, 인터넷 사용 등 최신 자료들을 소개한다.

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Chapter 1	Starting out	Chapter 9	Productive skills: speaking and writing
Chapter 2	Classroom activities	Chapter 10	Receptive skills: listening and reading
Chapter 3	Classroom management	Chapter 11	Phonology: the sound of English
Chapter 4	Who are the learners?	Chapter 12	Focusing on language
Chapter 5	Language analysis	Chapter 13	Teaching different classes
Chapter 6	Planning lessons and courses	Chapter 14	Using technology
Chapter 7	Teaching grammar	Chapter 15	Tools, techniques, activities
Chapter 8	Teaching lexis	Chapter 16	Next steps



Beyond the Sentence

Scott Thornbury

단어 선택과 사용을 위한 안내서

목적에 맞는 문장을 만들고 그러한 문장을 이용해 복잡하고 문맥 속에서 파악할 수 있는 의미들을 전달할 수 있도록 하며, 문어체와 구어체 문장 만들기를 함께 살펴볼 수 있는 참고서

- 적절한 단어를 찾아 문장을 만드는 법을 알려 준다.
- 학생들의 어휘 실력을 폭넓게 향상시킬 수 있는 방법을 제시한다.

Contents

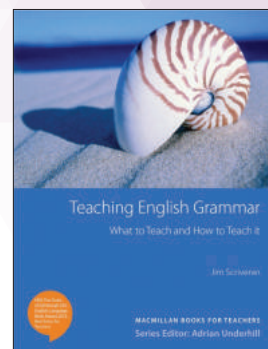
Part 1 Beyond the sentence	Part 2 Classroom activities
1. Unlocking text	Photocopiable task sheets
2. What makes a text?	Reading list and References
3. What makes a text make sense?	
4. Spoken texts	
5. Texts in context	
6. Classroom texts	
7. Literary texts and loaded texts	
8. Learner texts	

Teaching English Grammar

Jim Scrivener

문법 정보와 교수법을 하나로 합친

Grammar 지침서



문법 교수법에 방법론적인 접근을 접목시킨 도서로 진도 범위에서 문법을 어떻게 준비하고 가르칠지에 대한 확실한 방법을 제시

- 문법 수업에 필요한 실용적인 핸드북을 제공해 수업을 쉽게 준비할 수 있도록 도와준다.
- 학습할 문법 구조에 대한 상황 표현 등을 담고 있다.
- Timeline과 개념 확인 질문 등을 통해 문법 구조를 설명하는 등 다양한 문법 교수법을 제시한다.

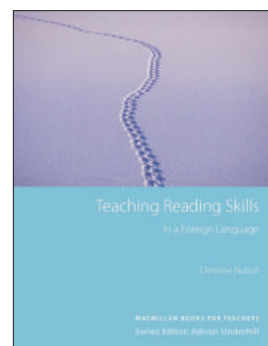
Contents

<ul style="list-style-type: none"> · Singular and Plural · Countable and Uncountable nouns · Containers, quantities and pieces · Subject and object pronouns · Reflexive pronouns · Possessives · This, that, these, those · Articles · Some and any · Much, many, a lot of, lots of, plenty of, a great deal of · Few and a few: little and a little · Other quantifiers · Adjective order · Comparatives · Superlatives 	<ul style="list-style-type: none"> · Comparisons · Prepositions · Have and have got · Present simple · Imperatives · Adverbs of frequency · Present progressive · Past simple · Past progressive · Present perfect · Time words · Present perfect progressive · Past perfect simple · Past perfect progressive · Will · Going to 	<ul style="list-style-type: none"> · Will contrasted with going to · Present progressive : future arrangements · Future progressive and future perfect · Modal verbs · Conditional · Passives · Causatives · Multi-word verbs · Direct and reported speech · Used to · Question tags · Relative pronouns and relative clauses · Defining and non-defining relative clauses · 'd better/ had better · Two-verb structures: -ing or infinitive? · In case
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Teaching Reading Skills

Christine Nuttall

Reading의 즐거움과 외국어에 대한 거부감을 없애 주는 종합 가이드

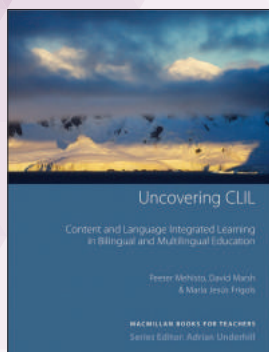


Reading Skill 향상에 목적을 둔 지침서

- 학생들에게 외국어를 읽는 것에 대한 거부감을 없애고, 익숙하지 않은 주제에 대해서도 도움 없이 읽도록 지도할 수 있게 해 준다.
- 분석을 통해 얻어진 실용적인 전략을 제시한다.
- Activity를 통한 흥미롭고 재미있는 읽기 수업법을 강조한다.

Contents

Part 1 Introductory Chapter 1 What is reading? Chapter 2 Text and discourse Chapter 3 Approaching reading in the foreign language classroom Part 2 Reading skills and strategies Chapter 4 Efficient reading Chapter 5 Word attack skills Chapter 6 Reading for plain sense Chapter 7 Understanding discourse Part 3 Planning and teaching Chapter 8 An extensive reading programme	Chapter 9 Planning reading lessons Chapter 10 Selecting texts Chapter 11 Questioning Chapter 12 Other kinds of reading task Chapter 13 The testing of reading Chapter 14 The teacher as reader Appendix A: Texts Appendix B: Extracts from reading courses Appendix C: Lesson plan Appendix D: Useful addresses Key to the activities Select bibliography Subject index
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Uncovering CLIL

Peeter Mehisto | Maria-Jesus Frigols | David Marsh

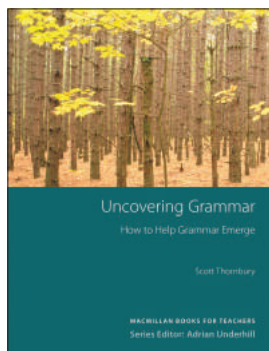
EFL 환경에서의 수업법에 관한 안내서

CLIL을 통해 제2외국어를 교육할 때 사용하는 방법론적 참고 도서

- 새로운 아이디어를 찾는 CLIL(Content and Language Integrated Learning) 교사와 CLIL에 관심 있는 교사들에게 효과적인 교수법을 제시한다.
- 초, 중급 단계를 가르치는 교사들에게 CLIL에 대한 전반적인 개요를 보여 준다.
- 수업에서 사용할 수 있는 실용적인 아이디어와 Activity를 담고 있다.

Contents

Chapter 1	Approaching CLIL	Chapter 5	Opening windows for personal achievement
Chapter 2	Getting ready for CLIL	Chapter 6	Making CLIL come alive
Chapter 3	Starting CLIL in the classroom	Chapter 7	Cruising with CLIL
Chapter 4	Putting CLIL in motion	Chapter 8	More tools



Uncovering Grammar

Scott Thornbury

풍부한 실습 활동을 통해 바로 적용 가능한 문법 지침서

실제 교육 현장에서 효과적이었던 Grammar 교수법을 담은 참고서

- 효과적인 문법 교수법을 담고 있다.
- 완벽한 언어를 위한 문법을 제시한다.
- 역동적이고 효과적인 내용으로 구성되어 있다.

Contents

Part 1	Uncovering grammar	Part 2	Classroom activities
Chapter 1	Grammar as process	Chapter 6	Grammaring tasks
Chapter 2	Learning to grammar	Chapter 7	Consciousness-raising tasks
Chapter 3	Noticing grammar	Chapter 8	Grammar emergence tasks
Chapter 4	Emergent grammar		
Chapter 5	Process teaching		

400 Ideas for Interactive Whiteboards

Barney Barrett | Pete Sharma | Francis Jones

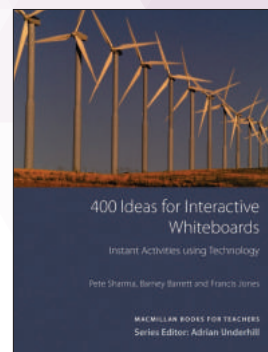
전자 칠판의 통합 교육법을 알려 주는 종합 안내서

풍부한 자료를 제공해 교사들에게 전자 칠판을 통한 통합 교육법과 일반적인 소프트웨어 사용법과 창의적인 자료 만들기 방법을 알려 주는 참고 도서

- 전자 칠판에서 사용할 수 있는 종합적인 Activity를 담고 있다.
- 학생들의 학습을 강화시키고 뒷받침할 수 있는 체계적인 방법을 제공한다.
- 학생들 수준에 맞게 기술적으로 접근할 수 있도록 해 준다.

Contents

Chapter 1	Using regular programs
Chapter 2	Using the whiteboard software
Chapter 3	Using published materials
Chapter 4	Creating and adapting your own materials list of activities



500 Activities for the Primary Classroom

Carol Read

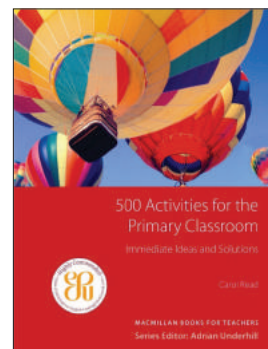
수업에 바로 활용 가능한 Activity 안내

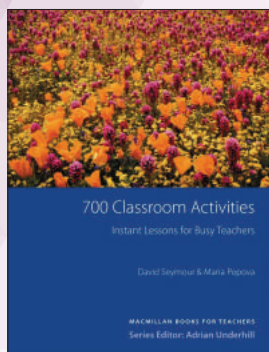
'내일은 어떤 것을 가르칠까?'에 대한 답을 제시하고 3~12세 아이들을 가르치는 교사들에게 수업에서 할 수 있는 다양한 Activity Idea를 알려 주는 참고서

- 쉽게 접근할 수 있는 다양한 Activity를 사용한다.
- Content-based Learning을 포함한 최신 교수 방법들을 담고 있다.

Contents

Section 1	Listening and speaking	Section 8	Content based learning
Section 2	Reading and writing	Section 9	ICT and multimedia
Section 3	Vocabulary and grammar	Index	- Language structures and grammar
Section 4	Storytelling and drama		- Topics and lexical sets
Section 5	Games		- Learning skills and attitudes
Section 6	Rhymes, chants and songs		- Activity titles
Section 7	Art and craft		





700 Classroom Activities

David Seymour | Maria Popova

다양한 레벨의 방대한 Activity를 제공하는 종합 안내서

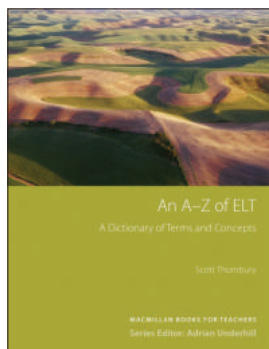
초, 중, 고급 단계에 적용할 수 있는 다양한 Activity를 담고 있는 참고서

- 실제 수업에서 검증된 참고서로 교재와 Syllabus를 보충해 줄 수 있는 책이다.
- 회화, 문장 구조, 문법, 어휘력 향상에 도움되는 Activity를 담고 있다.

Contents

Conversation
Functions
Grammar

Vocabulary
Index



An A-Z of ELT

Scott Thornbury

영어 교육에 관련된 모든 자료 총망라

문법, 어휘, 음운 체계, 담화, 방법론, 이론과 학습 등에 대한 개념 등을 담고 있는 종합적인 참고서

- 예비 교사들에게 다양하고 정확한 ELT 전문 용어를 알려 준다.
- 교수법의 역사와 Teaching 개념 등에 대한 다양한 지식을 포함하고 있다.

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Blended Learning

Pete Sharma | Barney Barrett

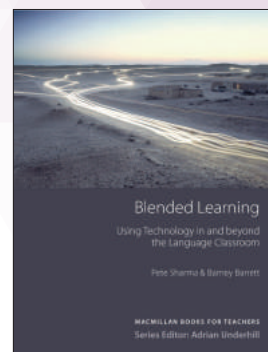
최신 영어 교육 기법 안내서

언어 교수법과 실용적인 교수법에 관심 있는 교사들을 위한 이상적인 참고서

- 학생들의 영어 실력을 향상시킬 수 있는 실용적인 아이디어와 방법들을 담고 있다.
- 새로운 교수법을 찾고 있는 교사들에게 필요한 참고서이다.

Contents

Chapter 1	Blended learning	Chapter 7	Portable devices
Chapter 2	The Web: Using authentic materials	Chapter 8	Computer-mediated communication
Chapter 3	ELT materials	Chapter 9	Creating and using your own resources
Chapter 4	Electronic dictionaries	Afterword	A brief look at the future
Chapter 5	Office software	Appendix 1	Teacher's Resource Bank
Chapter 6	Interactive whiteboards	Appendix 2	Getting started on the Web



Children Learning English

Jayne Moon

실용적이면서도 수준에 적합한 교수법 가이드

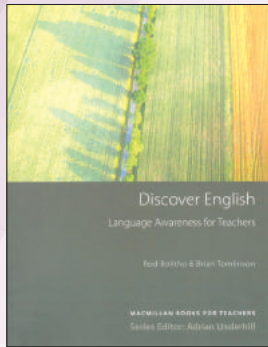
어린이에게 영어를 어떻게 가르쳐야 할지에 대한 지침서로 저자의 실제 교육적 경험을 바탕으로 만들어진 책

- 수업 시간에 학생이 자신의 자질과 능력을 최대한 발휘하도록 하는 교수법을 담고 있다.
- 많은 영어 교수법 이외에도 교육적인 영감을 주는 참고서이다.

Contents

Chapter 1	Children learning English Children as language learners	Chapter 7	Can we do 'Poker face' again, Miss? Creating, adapting and evaluating activities for language learning
Chapter 2	Do you like learning English? Pupils' attitudes to learning English	Chapter 8	Why did I do it like this? Planning for children's language learning
Chapter 3	Are they the same? Children come in all types	Chapter 9	What's your topic? Using a cross-curricular approach for organizing language learning
Chapter 4	We've found our partners, Miss Managing pupils' language learning	Chapter 10	Can we make a spinner? Involving children in making and using resources
Chapter 5	Who has some good news for today? Effective teacher-pupil interaction	Chapter 11	Learning to see Assessing learning and teaching
Chapter 6	Do you need a hand? Supporting children's language learning	Chapter 12	How can I be a better language learner?





Discover English

Rod Bolitho | Brian Tomlinson

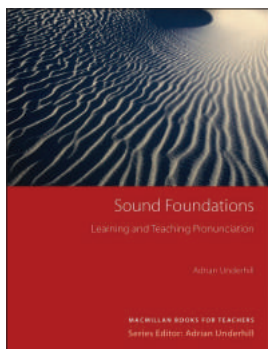
문법과 어휘의 Skill 및 분석에 대한 해설서

언어 분석과 같은 중요한 교사의 Skill과 문법과 어휘력에 초점을 맞춘 참고서

- 언어 분석 능력을 향상시키기 위한 연습 문제와 해설 등을 담고 있다.
- 학생들이 언어에 대한 감을 익히도록 도와줄 수 있는 방법을 제시한다.
- 영어의 어려운 부분들을 자세한 설명과 강조를 통해 이해시켜 주고 있다.

Contents

Unit 1 Myths and misconceptions -The English language/ Learning English / Terminology Unit 2 Common areas of difficulty -Basic grammatical terms/ Forms and functions/ Tense and time/ Questions/ Future time/ Voice/ Conditionals and hypothetical meaning/ Functions/ Teaching Functions/ Reporting speech/ Notions/ Modal meaning/ Auxiliary verbs/ Have and be/ Comparisons/ Tense and function 1/ Tense and aspect/ Tense and function 2/ Non-finite verb forms/ Adverbs and adjectives/ Relative clauses/ Word order	Unit 3 Vocabulary and vocabulary teaching -Common myths and misconceptions about words/ Word fields and lexical relationships/ Factors in the teaching of vocabulary/ Phrasal and prepositional verbs Unit 4 Cohesion Unit 5 Coherence Unit 6 Errors Some myths and misconceptions about errors/ Learners' errors
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Sound Foundations

Adrian Underhill

영어 음운 체계에 대한 종합 해설서

영어 음운 체계를 익히는 데 사용할 수 있고 발음 중심의 수업에 유용한 참고 도서

- 자신감을 가지고 즐겁게 발음을 가르칠 수 있도록 해 준다.
- 교사는 물론 학생의 발음을 완벽하게 잡아 줄 수 있다.
- 발음을 다양한 Activity와 접목해서 수업할 수 있는 방법을 제시한다.

Contents

Part 1 Discovery toolkit Level 1 Sounds in isolation(vowels, consonants) Level 2 Words in isolation(stress, intonation) Level 3 Connected speech Part 2 Classroom toolkit Level 1 Sounds in isolation(Using charts & pointers, giving models) Level 2 Words in isolation(Establishing the sound flow, word stress, finger correction)	Level 3 Connected speech(Simplification and reduction of sounds, stress, intonation) Appendix 1 Further thoughts on using the cassette player, blackboard, and pointer Appendix 2 Phonemic charts for other languages
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Teaching Practice

Roger Gower | Diane Philips | Steve Walters

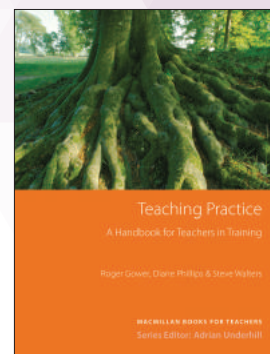
ELT 교사와 예비 교사의 필독서

ELT 교사와 예비 교사에게 필요한 참고 도서이자 CELTA를 위한 Cambridge ESOL(English for Speakers of Other Languages)의 안내 지침서

- 교사들로 하여금 교수법을 연습하고 학습할 수 있게 안내해 준다.
- 예비 교사에게 수업의 상황을 판단하고 인지하게 해 준다.
- 예비 교사에게 성공적인 교수법을 제시하고 있다.

Contents

Introduction		Chapter 5	Developing skills and strategies
Chapter 1	Approaching teaching practice	Chapter 6	Presenting and practicing language
Chapter 2	Managing the class	Chapter 7	Giving feedback to students
Chapter 3	Managing resources: equipment and teaching aids	Chapter 8	Planning lessons
Chapter 4	Using materials	Chapter 9	For the new trainer



Uncovering EAP

Sam McCarter | Phil Jakes

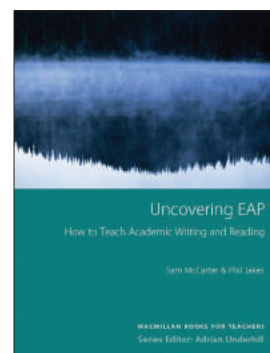
Academic Success를 위한 Skill 향상 교재

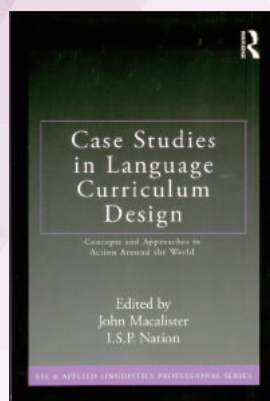
Writing과 Reading을 가르치는 데 관련된 과정을 이론적 관점에서 설명하는 참고서로 교사들이 교실에서 사용할 수 있는 실용적인 Activity와 Worksheet를 제공

- 실용적인 교수법을 제공하고 있다.
- EAP 수업 중에 생길 수 있는 문제점에 대한 대안을 제시한다.
- 초보, 숙련 교사 모두에게 유용한 지침서이다.

Contents

Chapter 1	Writing and reading approaches	Chapter 6	Academic vocabulary
Chapter 2	Understanding task questions and selecting ideas	Chapter 7	Giving feedback and redrafting
Chapter 3	Types of academic assignment	Chapter 8	Reading academic texts
Chapter 4	Academic writing genres	Chapter 9	Research and referencing
Chapter 5	Critical thinking	Chapter 10	Moving from general EAP to subject-specific teaching



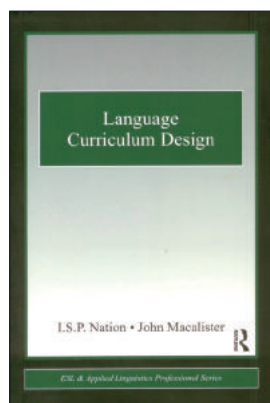


Case Studies in Language Curriculum Design

John Macalister | I.S.P. Nation

**A powerful pedagogical tool
in real-life contexts**

- Covers a wide range of teaching-learning contexts.
- Offers in-depth analyses of ESL/ELT language curriculum design issues.
- Works as a resource for language teacher trainees, teacher educators, practicing teachers, program administrators, and materials writers in the field.
- Designed to work as a companion to Language Curriculum Design (adding meaning and depth to the model presented by relating it to various applications).
- Editor presents a brief commentary explaining highlighted features and issues of each case.



Language Curriculum Design

I.S.P. Nation | John Macalister

**Combining sound research/theory
with state-of-the-art practice**

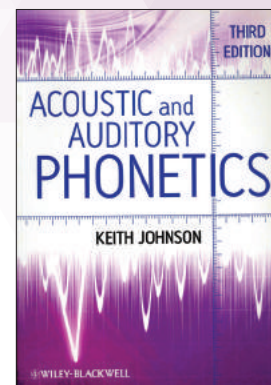
- Describes the steps involved in the curriculum design process and provides opportunities for practice and application.
- Comes to life through numerous examples of real applications of each step.
- Each chapter includes
 - Examples from the authors' personal experiences and published research.
 - Exercises that encourage readers to relate the steps to their own experience.
 - Case studies and suggestions of further reading that connect readers with others' experiences.
- Involves the integration of knowledge from many areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description, and materials production.
- Widely applicable for ESL/EFL language education courses around the world.

Acoustic and Auditory Phonetics [3rd Edition]

Keith Johnson

음향 및 청음 음성학 입문서

- 해당 분야의 최신 내용을 반영하여 새롭게 개정하였다.
- 실질적인 관심사뿐만 아니라 이론적 이슈를 고려한 말소리 지각에 관련된 새로운 챕터를 제공한다.
- 엄선된 답안들과 함께 각 챕터의 내용을 확장하고 리뷰하기 위해 마련한 지문들과 활동들을 포함하고 있다.
- Newly updated to reflect the latest advances in the field.
- Presents a new chapter on speech perception that addresses theoretical issues as well as practical concerns.
- Includes suggested readings and exercises designed to review and expand upon the material in each chapter, complete with selected answers.



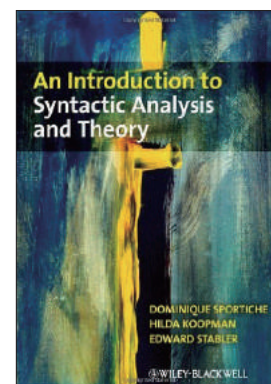
Resource Books

An Introduction to Syntactic Analysis and Theory

Dominique Sportiche | Hilda Koopman | Edward Stabler

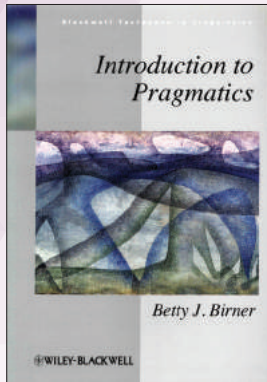
The most thorough introduction to syntax and morphology

- Includes numerous pedagogical features such as 'practice' boxes and sidebars, designed to facilitate understanding of both the 'hows' and the 'whys' of sentence structure.
- Guides readers through syntactic and morphological structures in a progressive manner.
- Takes the mystery out of one of the most crucial aspects of the workings of language - the principles and processes behind the structure of sentences.
- Ideal for students with minimal knowledge of current syntactic research, it progresses in theoretical difficulty from basic ideas and theories to more complex and advanced, up to date concepts in syntactic theory.



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|---|--|
| 1 Introduction | 9 Infinitival Complements: Raising and Control |
| 2 Morphology: Starting with Words | 10 Wh-questions: Wh-movement and Locality |
| 3 Syntactic Analysis Introduced | 11 Probing Structures |
| 4 Clauses | 12 Inward Bound: Syntax and Morphology Atoms |
| 5 Other Phrases: A First Glance | 13 Advanced Binding and Some Binding Typology |
| 6 X-bar Theory and the Format of Lexical Entries | 14 Wh-constructions |
| 7 Binding and the Hierarchical Nature of Phrase Structure | 15 Syntactic Processes |
| 8 Apparent Violations of Locality of Selection | |

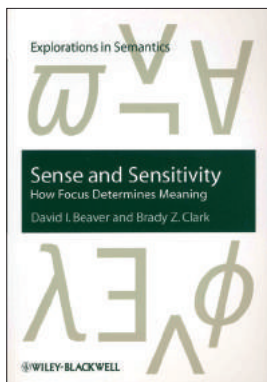


Introduction to Pragmatics

Betty J. Birner

처음으로 화용론을 접하는 학생에게 이상적인 지침서

- 언어적 의사소통에 있어 문맥의 역할을 분석하기 위해 모호한 의미론/화용론의 경계 내에서 특히 phenomena에 초점을 맞추었을 뿐만 아니라, 관련 분야에서의 전통적인 방법과 새로운 접근법을 통해 설명한다.
- 학생들이 이해하기 쉽도록 화용론을 소개하고 관련 분야의 최신 조사 내용을 제공하며, 화용론에 있어 기존 방법과 새로운 접근법을 동시에 다루었다.
- Neo-Gricean Theory나 타당성뿐만 아니라 암시, 언급, 추정, 발화 행위 같은 전통적인 주제들을 다루었다.
- Guides students through traditional and new approaches in the field, focusing particularly on phenomena at the elusive semantics/pragmatics boundary to explore the role of context in linguistic communication.
- Offers students an accessible introduction and an up-to-date survey of the field, encompassing both established and new approaches to pragmatics.
- Addresses the traditional range of topics - such as implicature, reference, presupposition, and speech acts - as well as newer areas of research, including neo-Gricean theories, Relevance.



Sense and Sensitivity How Focus Determines Meaning

David I. Beaver | Brady Z. Clark

화용론과 의미론에 있어서 초점의 영향에 관한 해설서

- 자연 언어 담론에서의 의미론과 화용론을 자세히 탐구하고, 형식 화용론 초기 단계의 새로운 연구 제안을 살펴본다.
- 의미론과 화용론, 통사론과 억양 음운론 등의 다양한 언어학 하위 분야에 걸쳐 관련이 있는 초점과 초점 민감성에 관한 독창적인 교차 언어적 자료를 제공한다.
- 초점 민감성 분야에서의 진행 중인 연구에 큰 기여를 한다(특히 초점의 영향으로 일부 단어들이 갖게 되는 의존성과 같은 소리와 의미 사이의 상호 작용을 연구하는 분야).
- Advances a novel research proposal in the nascent field of formal pragmatics, exploring in detail the semantics and pragmatics of focus in natural language discourse.
- Presents novel cross-linguistic data on focus and focus sensitivity that will be relevant across a range of linguistic sub-fields: semantics and pragmatics, syntax, and intonational phonology.
- Makes a major contribution to ongoing research in the area of focus sensitivity - a field exploring interactions between sound and meaning, specifically the dependency some words have on the effects of focus.

Studying English Literature and Language

Rob Pope

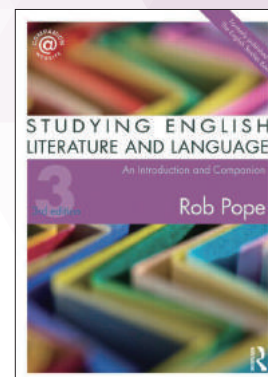
[3rd Edition]

Combining the functions of study guide,
critical dictionary and text anthology

- An authoritative guide to the life skills, further study options and career pathways open to graduates of the subject.
- Updated introductions to the major theoretical positions and approaches taken by scholars in the field, from earlier twentieth century practical criticism to the latest global and ecological perspectives.
- Extensive entries on key terms such as 'author', 'genre', 'narrative' and 'translation' widely current in debates across language, literature and culture.
- Coverage of both local and global varieties of the English language in a range of media and discourses, including news, advertising, text messaging, rap, pop and street art.

Contents

- Part 1. INTRODUCTION TO ENGLISH STUDIES
- Part 2. CRITICAL & CREATIVE STRATEGIES FOR ANALYSIS & INTERPRETATION
- Part 3. THEORETICAL POSITIONS, PRACTICAL APPROACHES
- Part 4. KEY TERMS, CORE TOPICS
- Part 5. ANTHOLOGY
- Part 6. TAKING IT ALL FURTHER? ENGLISH AND THE REST OF YOUR LIFE

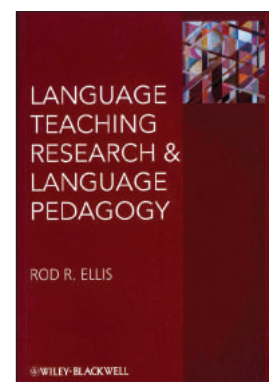


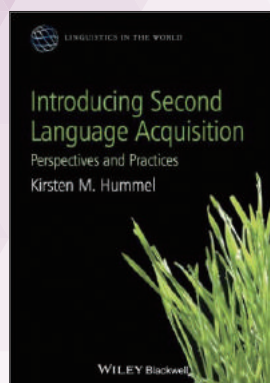
Language Teaching Research & Language Pedagogy

Rod R. Ellis

언어 교육 연구와 언어 교육학에 대한 해설서

- 외국어를 가르치고 배우는 것에 대한 연구 결과와 ESL 수업을 중심으로 이루어진 최근의 연구를 살펴본다.
- 연구와 교육 사이의 중요한 관계나 교실 환경에서 교수 학습의 내재적 어려움에 대한 분명한 이해를 제공한다.
- 가장 뛰어난 언어 교육법을 제시하는 연구 결과를 토대로 언어 교사들이 교수 방법을 발전시킬 수 있도록 도움을 준다.
- Examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages.
- Offers illuminating insights into the important relationship between research and teaching, and the inherent complexities of the teaching and learning of foreign languages in classroom settings.
- Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching.





Introducing Second Language Acquisition

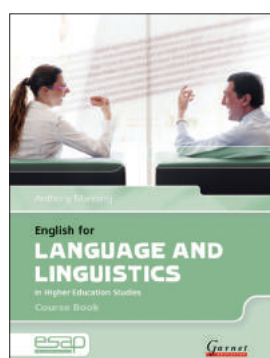
Kirsten M. Hummel

A concise introduction to the main issues in second language acquisition

- Follows six fictitious language learners throughout the text whose stories serve to introduce various concepts and issues.
- Contains specific chapters on first language acquisition and bilingualism, as well as explicit references to the most recent and important research.
- Covers key topics including acquisition contexts, theoretical perspectives, language teaching methods, second language development, and individual differences (such as age, aptitude, and motivation).
- Grabs student attention with lighthearted cartoons that illustrate and reinforce key ideas.

Contents

- 1 Introduction
- 2 First Language Acquisition
- 3 Language Learning Contexts
- 4 Theoretical Perspectives: Past and Present
- 5 Teaching Approaches and Instructional Issues
- 6 Second Language Development
- 7 The Age Factor
- 8 Individual Differences
- 9 Bilingualism
- 10 Concluding Words



English for Language and Linguistics

Anthony Manning

Carefully graded practice and progressions in the key academic skills

Contents

- Unit 1. What is linguistics?
- Unit 2. Developments in linguistics
- Unit 3. Language acquisition and learning
- Unit 4. Language and technology
- Unit 5. Language and society
- Unit 6. English language teaching
- Unit 7. Language testing
- Unit 8. The spread of English
- Unit 9. Translating and interpreting
- Unit 10. Discourse analysis
- Unit 11. Pronunciation and phonology
- Unit 12. Grammar

- **Listening** how to understand and take effective notes on extended lectures, including how to follow the argument and identify the speaker's point of view.
- **Speaking** how to participate effectively in a variety of realistic situations, from seminars to presentations, including how to develop an argument and use stance markers.
- **Reading** how to understand a wide range of texts, from academic textbooks to Internet articles, including how to analyze complex sentences and identify such things as the writer's stance.
- **Writing** how to produce coherent and well-structured assignments, including such skills as paraphrasing and the use of the appropriate academic phrases.
- **Vocabulary** a wide range of activities to develop students' knowledge and use of key vocabulary, both in the field of language and linguistics and of academic study in general.

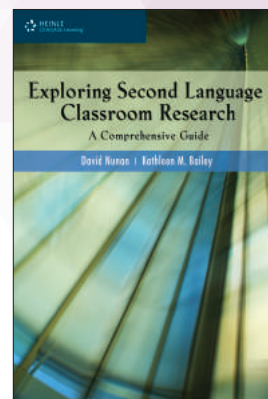
Exploring Second Language Classroom Research

David Nunan | Kathleen M. Bailey

Second Language Classroom Research의 방법론 제시

ESL/EFL 환경의 수업에 적용할 수 있는 최신 Research 기법을 제시하는 참고 도서

- 교실 연구의 종합적인 개론으로 실용적인 정보를 담고 있다.
- 각종 조사를 바탕으로 한 다양한 방법론을 다루고 있다.



Contents

PART I. SECOND LANGUAGE RESEARCH	PART III. DATA COLLECTION ISSUES
Chapter 1 Introducing Second Language Classroom Research	Chapter 9 Classroom Observation
Chapter 2 Getting Started on classroom Research	Chapter 10 Introspective Methods of Data Collection
Chapter 3 Starting CLIL in the classroom	Chapter 11 Elicitation Procedures
PART II. RESEARCH DESIGN ISSUES	PART IV. DATA ANALYSIS AND INTERPRETATION ISSUES
Chapter 4 The Experimental Method	Chapter 12 Analyzing Classroom Interaction
Chapter 5 Surveys	Chapter 13 Quantitative Data Analysis
Chapter 6 Case Study Research	Chapter 14 Qualitative Data Analysis
Chapter 7 Ethnography	Chapter 15 Putting It All Together
Chapter 8 Action Research	

Best Seller

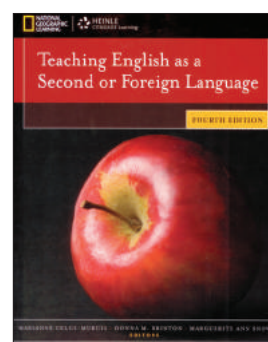
Teaching English as a Second or Foreign Language [4th Edition]

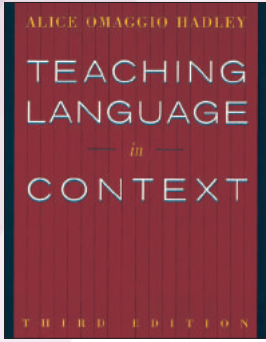
Marianne Celce-Murcia | Donna M. Brinton | Marguerite Ann Snow

Methodology Resource Book의 베스트셀러!

- 경험 있는 ESL/EFL 교사와 교사가 되고자 하는 학습자에게 이론적 배경과 실제 적용 사례를 제공한다.
- 교사들은 이 책을 통해 어떤 자료를 어떤 방식으로 사용해야 하는지를 알 수 있다.
- 40명의 정평 있는 전문가가 새롭게 참여하여 교수법과 학습법에 대한 광범위한 정보를 제공해 준다.
- 각 Chapter 끝 부분에서 추가적인 정보를 얻기에 유용한 참고 도서 및 Website를 소개한다.
- Gives both experienced and prospective teachers the theoretical background and practical applications they need to succeed.
- New, personal contributions from more than 40 acknowledged specialists in the field.
- Covers methodology, language skills, integrated approaches, learner variables, and teaching skills.
- New chapters on Computers in Language Learning, Communicative Syllabus Design, Cross-curricular Communications, and more.
- Ideal for classroom or personal use, including discussion questions and activities, methods, materials, and resources for extra information.

Resource Books



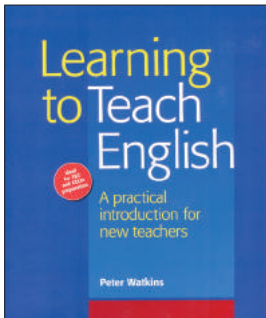


Teaching Language in Context [3rd Edition]

Alice Omaggio Hadley

외국어 교사의 필독서

- 외국어 교사나 교사가 되기 위해 공부하는 사람이면 누구나 필수적으로 가지고 있어야 할 교재이다.
- 읽기 쉽고 이해하기 용이한 최신의 문학 리뷰, 풍부한 참고 서적 목록 그리고 효과적인 방법론의 모델과 Activity 실례가 함께 수록되어 있다.
- Combines an updated, comprehensive, readable review of the literature, a thorough bibliography, and sample activities and approaches that effectively model the methodology.
- Provides the latest information on the National Standards and technology throughout the chapters, and includes updated material on key topics such as assessment, studentcentered instruction, and content-based programs.



Learning to Teach English

Peter Watkins

초보 교사를 위한 실용적인 입문서

- 교수법의 기본을 다져 주는 교재로 단기간에 기본 교수법을 효과적인 방법으로 학습할 수 있어 영어를 가르치고자 하는 초보 교사가 사용하기 쉬운 입문서이다.
- 수업 운영 방식, 전반적인 교수 방법, Lesson Plan 만드는 법, 학생들의 오류 수정 방법 등 효과적인 수업을 진행하기 위한 다양한 영역을 다루고 있다.
- 영어에 대한 전반적인 복습과 더불어 Activity를 만드는 아이디어, 복사 가능한 수업 자료 등을 포함하고 있어 영어를 처음 가르치는 교사뿐만 아니라 경험이 많은 교사에게도 참고 자료로 유용한 교재이다.
- Learning to Teach English is an easy-to-use introductory book to teaching English and has been especially recommended for teachers preparing for the Cambridge TKT or preparing to study for the CELTA.
- Covers class management, general teaching skills, properly correcting learners, lesson planning, etc.
- There is also an introduction to basic grammar terms, verb tenses and the phonemes of English, as well as photocopiable material to accompany lesson plans. This helps new teachers to build a stock of practical activities that they can exploit.
- An efficient way of learning basic teaching techniques for those short on time.

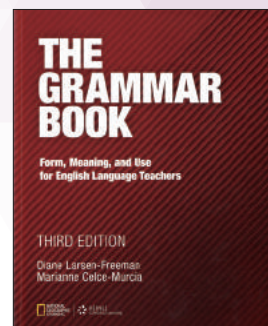
The Grammar Book [3rd Edition]

Diane Larsen-Freeman | Marianne Celce-Murcia

단 한 권으로 문법을 이해하는 교사용 참고서

The Grammar Book introduces teachers and future teachers to English grammatical constructions.

- Offers highly acclaimed texts, used both as a course book and as a grammar reference guide.
- Describes not only the form, but also the meaning and the use of grammar constructions.
- Retains and updates its unique features
 - Contrastive information that alerts teachers to possible cross-linguistic influence.
 - Applications in the form of teaching suggestion, exercises, and further readings.
- Additional new research findings, especially from cognitive linguistics (for meaning) and corpus linguistics (for use).



영어 평가 방법론

A Guide to English Language Testing

[개정 4판]

이완기

영어 평가의 이론과 실제를 균형 있게 종합한

영어 평가 종합 지침서

- 영어 평가에 관한 이론적, 실제적 종합 지침서로 최신 평가 이론(의사 소통 능력, 문항 반응 이론)과 기존의 평가 방법을 체계적으로 제시하였다.
- 책의 전반부에서는 평가에 관한 이론적 논의와 학교 내·외 평가 체제의 모형을 제시하였으며, 후반부에서는 앞에서 제시한 이론을 바탕으로 듣기, 읽기, 말하기, 쓰기, 어휘, 문법의 모든 분야를 망라하여 구체적인 문항 유형을 제시하였다.
- 영어 교사 및 평가 관계자들의 평가에 관한 이해를 돕고 실제적으로 평가 문항을 출제하는 데 도움이 된다.
- As a practical integrated manual, this book presents the newest testing methods and theories (communication theory, item response theory, etc.) systematically.
- Theoretical arguments and models of testing systems in and out of school are presented in the first half of this book, and various specific language skills such as listening, reading, speaking, writing, vocabulary, and grammar are presented in the second half of the book in the context of each aforementioned theory.
- The best teaching material to help English teachers and others understand testing and create questions logically.



KOREAN

80 • 서울대 한국어

85 • 한국어

86 • Active Korean

88 • 고구마 TOPIK

서울대 한국어

서울대학교 언어교육원

(2018년 중국 판권 수출)

(2012년 대만 판권 수출)

한국어 능력을 향상시키는 가장 확실한 교재

서울대 한국어는 한국어 학습자를 위한 정규 과정용(급당 약 200시간) 한국어 교재로 총 6단계로 이루어져 있으며, 듣기, 말하기, 읽기, 쓰기의 네 가지 언어 능력을 고루 익힐 수 있는 최신의 통합형 교재이다.

- 말하기 의사소통 능력 신장에 중점을 두되, 구어 학습과 문어 학습이 초급 단계에서부터 긴밀하게 연계되도록 구성하여 언어 지식의 학습뿐만 아니라 언어 사용 능력이 자연스럽게 향상될 수 있도록 하였다.
- 문법 항목의 의미와 용법에 대한 핵심 사항을 다양한 예문과 함께 제시하였고, 해당 과와 관련된 개별음의 발음, 음운 규칙, 억양 등을 연습하여 발음의 정확성 및 유창성을 익히도록 하였다.
- 학습 목표를 수행하기 위한 다양한 유형의 과제를 제시하고 필요한 경우 활동지를 별도로 제공하였다.
- 그림, 사진 등의 시각 자료를 활용하여 한국의 문화 학습이 원활하게 이루어질 수 있도록 하였고, 학습자가 서로의 문화를 공유하는 기회를 제공한다.
- Student's Book에 제공되는 멀티미디어 학습 자료에는 어휘 및 문법의 간단한 게임 및 연습, 읽기 텍스트 및 듣기 지문, 어휘 및 문법 목록, 오디오 MP3 파일, 수업용 보조 자료 등이 제공된다.
- 서울대학교 한글 학습앱인 'SNU LEI 한글'과의 병행 학습을 통해 한국어에 대한 이해도를 높일 수 있다.

Seoul National University Korean Language is a six-level course and has been developed to be used in a regular program for adult learners of the Korean language. It helps students develop reading, writing, listening, and speaking skills and helps them apply the Korean language in real life situations.

- This textbook is carefully coordinated to link spoken language and written language while focusing on the development of communicative language skills.
- A task-based approach maximizes the use of linguistic knowledge and encourages meaningful interaction between learners.
- A systematic approach to learning vocabulary, grammar and pronunciation is adopted.
- This textbook is designed to actively integrate culture with classroom instruction.
- The text includes the multimedia content that can be used in the classroom, as well as independently, as an effective tool for previewing and reviewing.
- Through parallel learning programs with SNU Korean Language Learning app 'SNU LEI Hangeul', it is possible to gain a better understanding of Korean language.

Downloadable Resources

<http://www.twoponds.co.kr/en/snu>



- MP3: 1~6급
- Multimedia Content: 1, 2, 5급
- Video Clip: 6급



서울대 한국어 1A·1B / 2A·2B / 3A·3B / 4A·4B / 5A·5B / 6A·6B

· Student Book · Workbook

어휘

주제 어휘를
범주별로 모아
의미를 유추할 수
있는 그림과 함께
제시한다.

어휘 Vocabulary

1. 다음 나라의 사람들이요? 알맞은 단어를 연결하세요.
What are they from? Match each person with the name of a country.

중국 일본 한국 프랑스 독일 호주 영국

2. 빈칸에 알맞은 단어를 쓰세요.
Write the suitable word in the blank space.

인생의, 학생, 의사, 회사원, 요리사, 가수, 군인

문법과 표현 1 Grammar and Expression 1

1. 인사말

A 안녕하세요?
B 안녕하세요?

A 만나서 반가워요.
B 반가워요.

▶ 만나서 반가워요. - 만나서 반가워요.
▶ 반가워요. - 만나서 반가워요.

A 안녕히 가세요.
B 안녕히 가세요.

▶ 안녕히 가세요. - 안녕히 가세요.
▶ 안녕히 가세요. - 안녕히 가세요.

연습 1 한국말로 인사해 보세요.
Exchange greetings in Korean.

▶ 안녕하세요! - 안녕하세요! 안녕하세요! 안녕하세요!
▶ 안녕하세요! - 안녕하세요! 안녕하세요! 안녕하세요!

문법과 표현

목표 문법이
사용되는
전형적인 대화를
삽화와 함께
제시한다.

말하기

대화문, 대화
교체 연습, 담화
연습으로
구성되었다.

말하기 2 Speaking 2

마미콜 여러분, 만나서 반갑습니다.
저는 마이콜입니다.
질 리 안녕하세요? 마이콜 씨는 미국 사람이요?
마미콜 아니요, 저는 미국 사람이 아닙니다. 영국 사람입니다.
질 리 아, 네. 직업은 무엇입니까?
마미콜 의사입니다.

연습 1 친구와 연습해 보세요.
Practice with your partner.

1) <대화를> 2) <나나> 3) <대화를> 4) <확신>
미국 사람 영국 사람 한국 사람 일본 사람
중국 사람 독일 사람 프랑스 사람 호주 사람

연습 2 친구들과 선생님 앞에서 자기소개서를 해 보세요.
Introduce yourself to the class.

자이론, 만나서 반갑습니다.
저는 마이콜입니다.
저는 마이콜입니다.
저는 마이콜입니다.

듣고 말하기 Listening and Speaking

준비 여러분은 어느 나라 사람이예요? 여러분 친구는 어느 나라 사람이예요?
What are you from? What is your friend from?

듣기 1 잘 듣고 연습하세요. Listen carefully and match each person with the nationality.

1) 일본 2) 미국 3) 영국 4) 한국 5) 프랑스 6) 독일 7) 호주 8) 중국 9) 캐나다 10) 러시아

4) 러시아

듣고 말하기

실질적인 듣기
문제와 듣기의
주제 및 기능과
연계된 말하기
연습으로
구성되었다.

대화문을

바탕으로 하여
구어 담화를
구성하는 연습을
하도록 한다.

읽고 쓰기

학습자의 수준에
맞되 실제적이고
다양한 종류의
글과 확인 문제
및 읽기 텍스트와
유사한 종류의
글쓰기 활동이
제공된다.

읽고 쓰기 Reading and Writing

준비 무엇입니까? What are they?

읽기 다음을 읽고 질문에 답하세요.
Read the text and answer the following questions.

문화상징
안녕하십니까?
저는 마이콜입니다.
저는 마이콜입니다.
저는 마이콜입니다.

1) 좋아하는 음식은 무엇입니까?
2) 좋아하는 동물은 무엇입니까?
3) 좋아하는 색깔은 무엇입니까?
4) 좋아하는 계절은 무엇입니까?
5) 좋아하는 운동은 무엇입니까?
6) 좋아하는 취미는 무엇입니까?
7) 좋아하는 장소는 무엇입니까?
8) 좋아하는 음식은 무엇입니까?
9) 좋아하는 동물은 무엇입니까?
10) 좋아하는 색깔은 무엇입니까?
11) 좋아하는 계절은 무엇입니까?
12) 좋아하는 운동은 무엇입니까?
13) 좋아하는 취미는 무엇입니까?
14) 좋아하는 장소는 무엇입니까?

발음 Pronunciation

준비 다음을 보세요. Look at the following.

1) 가운뎃소리
2) 가운뎃소리

규칙 명사들은 끝을 내리고, 형용사는 끝을 올립니다.
Nouns have a falling intonation. Adjectives have a rising intonation.

예) 나나 씨는 한국 사람이예요?
- 네, 나나 씨는 중국 사람이예요.

예) 마이콜 씨는 미국 사람이예요?
- 네, 마이콜 씨는 미국 사람이예요.

연습 잘 듣고 따라 해 보세요. Listen carefully and repeat the following sentences.

1) 저는 학생입니다.
2) 마이콜 씨는 일본 사람이예요?
3) A 안녕하세요? 저는 스티븐입니다.
B 저는 마이콜입니다.
4) A 마이콜 씨는 회사원이예요?
B 네, 저는 회사원이예요.

발음

과의 어휘나
문법과 관련된
음운 현상을
연습하도록
하였고, 따라
읽기 연습도
제공한다.

연습이나 과제
활동 등에 필요한
활동지를
제공한다.

‘문법과 표현’에서
학습한 목표
문법에 대한
해설을 제공한다.
의미 정보, 형태
및 통사 정보,
화용 정보 등을
제시하여
학습자와 교사의
편의를 돕는다.

문화 내용에 대해
질의 응답 형식의
해설을 제시한다.

‘듣고 말하기’의
듣기 지문을
제공한다.

‘듣고 말하기,
‘읽고 쓰기’의
연습 문제에 대한
답을 제공한다.

교재에 나오는
모든 어휘를
출현한 페이지와
함께 제시한다.



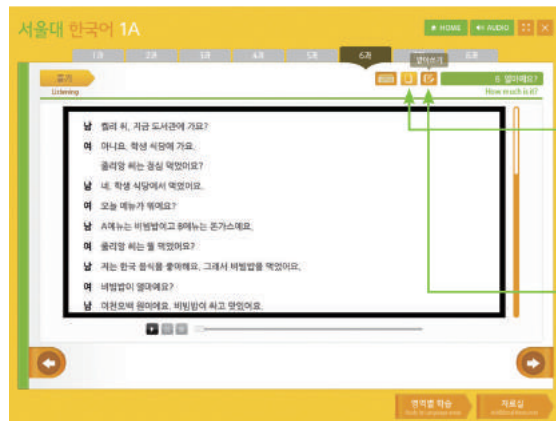
멀티미디어 학습 자료

어휘, 문법과 표현의 예문 및 연습 문제, 말하기 1·2의 대화문, 듣기 지문, 읽기 텍스트, MP3 오디오 파일, 사진 및 동영상 등의 보조 자료, 교사용 과제 도움말 등을 제공한다.



주제 어휘를 오디오 파일과 함께 확인할 수 있다.

줄 긋기, 메모리 게임 등의 활동을 통해 어휘를 학습할 수 있다.



듣기 지문을 보면서 들을 수 있다.

들으면서 받아쓰기 연습을 할 수 있다.



사진, 동영상 등의 수업용 보조 자료를 제공한다.

과제용 활동지를 제공한다.

과제 운영을 위한 교사용 도움말을 제공한다.

오디오 파일을 모두 MP3 파일로 제공한다.

< 서울대 한국어 1A >



전자책 (eBook)

언제 어디서나 쉽고 간편하게 스마트폰, 태블릿, 컴퓨터 등을 통해 도서를 볼 수 있다. PDF 형식으로 제공되어 도서 형태 그대로 내용을 볼 수 있다.

교보문고와 구글 플레이북을 통해 구매 후 이용할 수 있다.

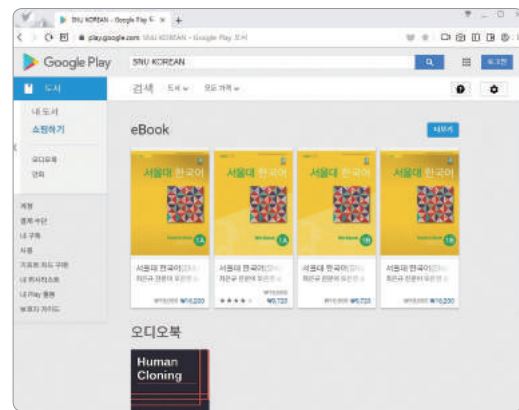
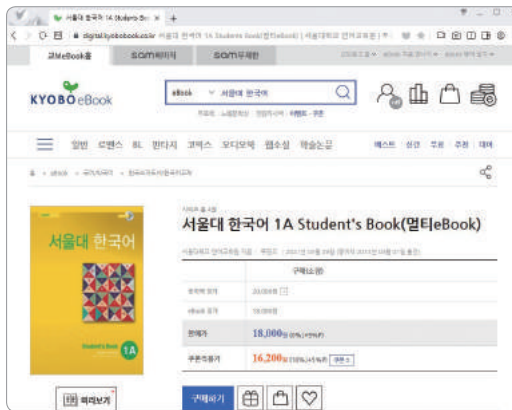
음원 및 활용 자료는 다운로드 사이트 (<http://www.twoponds.co.kr/en/snu>)를 통해 제공한다.

교보문고(www.kyobobook.co.kr)

구글 플레이북(<https://play.google.com/store/books>)

검색어 : 서울대 한국어

검색어 : SNU KOREAN



책갈피 링크를
사용해 특정
페이지로
이동할 수 있다.



단면 보기, 양면
보기 등 페이지
레이아웃을
선택할 수 있다.

음원을 재생할
수 있다.
(교보문고
뷰어 O /
구글 뷰어 X)

원하는 페이지로
이동할 수 있다.

〈서울대 한국어〉 전자책 기능(예, 교보문고 PC 뷰어)

※ 각 단말기의 전자책 뷰어는 지원하는 기능이 다를 수 있다.

한국어

서울대학교 언어교육원

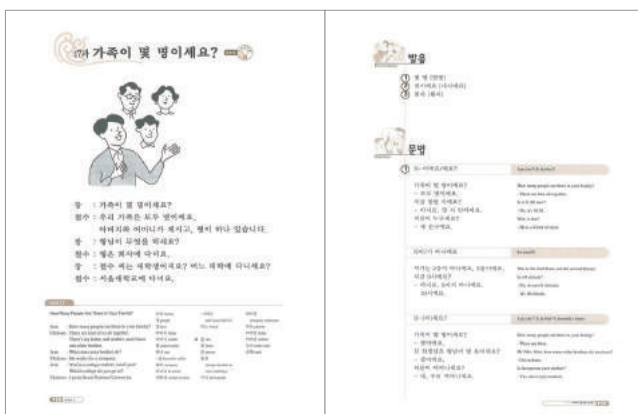
(2008년 중국 판권 수출)

서울대학교 언어교육원에서 개발한 한국어 교재의 베스트셀러

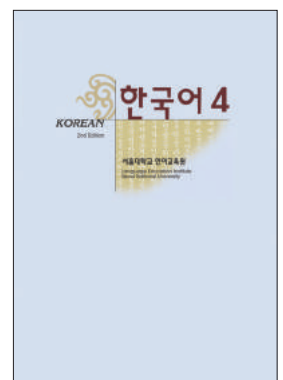
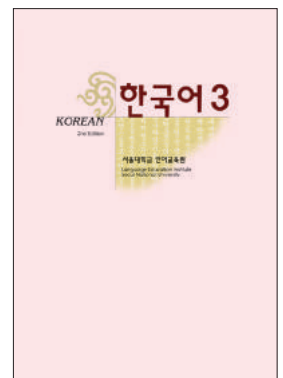
- 대학 진학 및 취업 등 한국에서의 사회생활을 위해 기본적인 한국어 구사 능력을 갖추고자 하는 학습자들에게 가장 이상적인 교재이다.
- 듣기, 말하기, 읽기, 쓰기를 기능별로 통합하여 고르게 습득할 수 있도록 하였으며, 특히 생동감 있는 Audio가 별도로 제공되어 자습이 가능하다.
- 효율적인 학습을 위해 단계별로 단어 수를 조절하여 제시하였고, 한국어의 특징적인 문법 체계나 문장 구조는 기본적으로 간단한 것부터 제시하였다.
- 일상생활에서 자연스럽게 실제적인 한국어 사용 능력을 발휘할 수 있도록 본문 내용 및 표현을 구성하였다.
- 전 세계적으로 한국어를 배우는 학습자들에게 널리 사용되고 있다.

KOREAN is the most efficient textbook series for learning Korean, making systematic grammar learning possible while giving natural communicative constructions.

- KOREAN is an ideal textbook for those who wish to learn Korean. The goal of this text is to enable students to study or work in a Korean language environment with appropriate Korean proficiency.
- Each lesson consists of a main text with everyday expressions in order to make Korean more practical and natural, and also makes it possible to understand Korean society and culture.
- KOREAN was created to encourage students to creatively develop and apply the four language skills: speaking, listening, reading, and writing.
- KOREAN has been organized systematically using a step-by-step process, so that students of all levels may learn at their own pace.
- This series was developed by the Language Research Institute of Seoul National University. It is the main text for their Korean Language Program and it is also being used by students all over the world.



< 한국어 1 >



한국어 1-2-3-4

- Student Book
- Audio CDs (2)

한국어 Practice Book 1-2-3

- Practice Book
- Audio CDs (4)

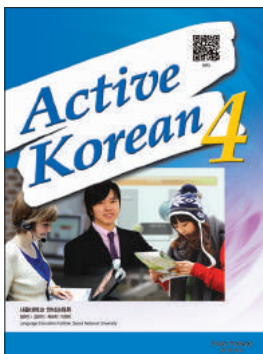
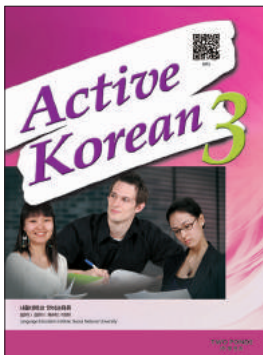
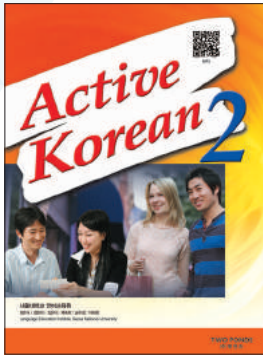
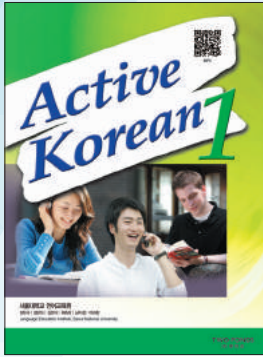
한국어 Practice Book 4

- Practice Book
- Audio CD

Active Korean

서울대학교 언어교육원

(2011년 중국 판권 수출)



실제적인 의사소통 능력을 단기간에 가장 효과적으로 길러 주는 한국어 교재

- 단기간에 실제적인 한국어 의사소통 능력을 키우고자 하는 학습자를 대상으로 개발된 교재이다.
- 각 Unit은 Vocabulary, Key Dialogues, Conversation Drills 순서로 구성되어 학습하기 편리하다.
- 본문에 제시된 Grammar Points, Grammar Reference를 통해 문법의 이해를 돕고 자습도 가능하도록 하였다.
- 풍부한 사진과 일러스트는 학습의 흥미와 이해를 높여 준다.
- Workbook을 통해 학습한 내용을 확인, 복습할 수 있다.
- Dialogues are based on everyday-life situations that can be easily adapted to the real life.
- Each unit is organized according to the flow of a real class environment, from Vocabulary and Key Dialogues to Conversation Drills, making it easy for learners to follow.
- Various tasks and activities are provided in order for learners to develop their communication skills and use language creatively.
- Grammar Points and Grammar Reference help learners understand the usages of grammar points, which also make self-study possible.
- Vivid pictures and illustrations help learners understand the text and stimulate their interest.

Downloadable Resources

<http://www.twoponds.co.kr/en/active>



— MP3: 1, 2, 3, 4급

Active Korean 1-2-3-4

· Student Book · Workbook



In This Unit

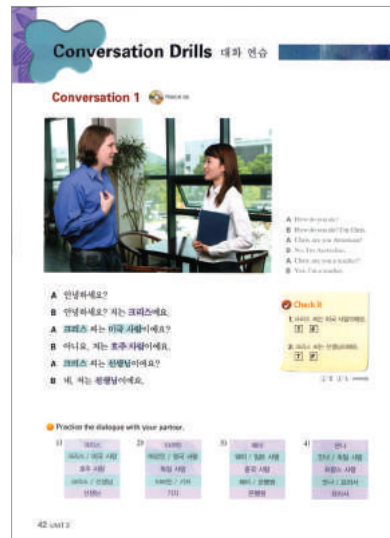
과에서 배울 학습 목표와
용법을 제시한다.

Expressions

주제와 용법에 관련된
핵심 표현을 제시한다.
의사소통을 위한 핵심
표현들로 구성되었다.

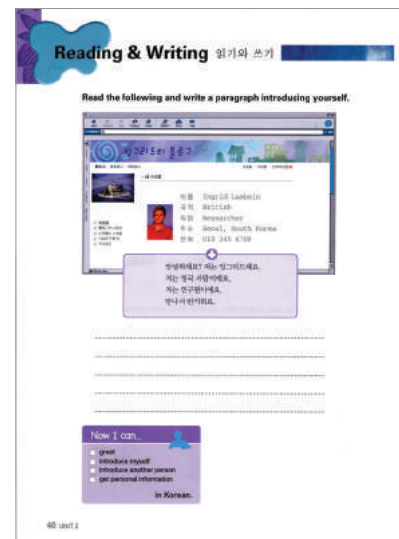
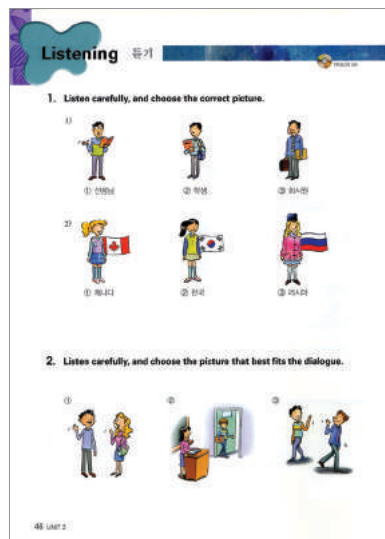
Key Dialogues

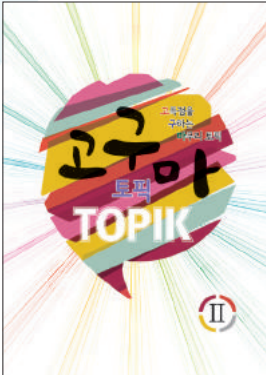
짧은 대화들과 문법 요소
들을 제시하고 있다.



Conversation Drills

핵심 대화의 문장을 연습
할 수 있는 긴 대화들로
구성되었다.
역할극을 통해 학습자
들이 대화를 반복적으로
연습할 수 있다.





고구마 TOPIK

강경민 | 김정현 | 박주영 | 안재경 | 조형일

(2016년 대만 판권 수출)

TOPIK I, II 시험 준비를 완벽하게 마무리할 수 있는 학습서

- 직관적 구성 및 해설을 제공한다.
- 문제 유형별 학습 내용이 단계적으로 구성되어 있다.
- ‘문제 넘기’를 통해 학습 내용을 순환적으로 구성하고 있다.
- 유형별 학습 단계별 자기 주도 학습으로 구성되어 있다.
- 한국어 시험의 풀이 능력 및 한국어 구사 능력 향상을 위한 핵심 표현을 총망라하였다.
- 새로운 TOPIK 유형은 물론 어떠한 문제 유형도 풀 수 있는 상급 능력을 함양시킨다.

Comprehensive test preparatory tutorial

- Contains intuitive contents and straight forward explanations.
- Employs a step-by-step approach for each type of questionnaire problems.
- Includes a content review system with chapter review questions.
- Configured for a self directed study according to the skills level.
- Comprised of integral Korean expressions to improve problem solving ability in TOPIK TEST and proficiency in expressions.
- Helps raise Korean Language ability to a higher level to tackle revised TOPIK TEST and any other types of questions.

단원명을 제시하여 학습 유형을 알 수 있다.

학습할 유형이 어떤 내용인지 자세한 설명을 통해 문제 유형을 이해하도록 구성했다.

학습 유형 단원에서 다루고 있는 문제 유형에 상급 유형이 어떤 것들인지 알려 준다.

학습 전략 '학습 유형'에서 제시하고 있는 해당 문제를 실제로 제시했다.

TEXTS를 읽고 어떤 글인지 파악하기

학습 유형

- ① 제시된 글은 글의 목적 및 의미를 파악하는 방법(보통 1문항이나 2문항이 제시됨)
- ② 제시된 글은 읽고 제목 및 중심 생각을 찾는 유형(단문 단락이나 문단 전체 글이 제시됨)

학습 전략 1

제시된 글은 글의 목적 및 의미를 파악하는 유형

① 학습자에게 주어져서 주어진 글을 읽기

주어진 글에서 핵심어가 무엇인지 우리 알게 됩니다. 또한 제목이 있다면 제목에 주제를 가늠해볼 수 있습니다. 제목을 보면 글의 어떤 주제와 내용 주제를 쉽게 파악할 수 있게 됩니다.

② 어떠한 글인지 판단하고 알맞은 것을 선택해 보기

글을 자유롭게 읽어본 후 어떤 목적의 글인지 판단하는 부분에 대한 문제를 해결해 봅니다.

예시 문제

다음의 글에서 주어진 질문에 답하시오.

제목: **새로운 학교에 입학하는 날**

내용: 새로운 학교에 입학하는 날은 정말 설레고紧张한 날이다. 새로운 선생님과 친구들을 만나게 될 것이다. 새로운 학교 생활에 적응할 수 있을지 걱정된다. 하지만 새로운 환경에서 새로운 자신을 보여주고 싶은 마음도 있다.

질문: 이 글의 주제는 무엇인가?

① 새로운 학교에 입학하는 날 ② 새로운 선생님과 친구들을 만나는 날 ③ 새로운 학교 생활에 적응하는 날 ④ 새로운 자신을 보여주는 날

단원별로 어떻게 생각을 펼쳐 나가야 문제를 해결할 수 있는지를 자세하게 설명했다.

Vocabulary STEP의 설명을 이해할 수 있도록 필요한 어휘를 번역과 함께 제시했다.

문제 유형별로 어떤 형태로 제시 되는지를 보여 주었다.

적용 앞에서 학습한 문제 풀이 방법과 전략을 새로운 문제에서 어떻게 적용할 수 있는지를 보여 주었다.

문제 유형에 따른 TIP을 두어 제시된 문제를 해결해 가는 과정을 단계별로 제시했다.

문제 넘기

다음에 무엇을 할지 고민해 보시오.

1. 다음에 무엇을 할지 고민해 보시오.

① 글의 주제 파악 ② 글의 주제 파악 ③ 글의 주제 파악 ④ 글의 주제 파악

2. 다음에 무엇을 할지 고민해 보시오.

① 글의 주제 파악 ② 글의 주제 파악 ③ 글의 주제 파악 ④ 글의 주제 파악

3. 다음에 무엇을 할지 고민해 보시오.

① 글의 주제 파악 ② 글의 주제 파악 ③ 글의 주제 파악 ④ 글의 주제 파악

Vocabulary

다음의 단어를 읽고 뜻을 설명하시오.

① 글의 주제 파악 ② 글의 주제 파악 ③ 글의 주제 파악 ④ 글의 주제 파악

문제 넘기 학습한 내용을 토대로 실전 문제를 푸는 과정을 통해 자신의 지식을 견고하게 완성해 나갈 수 있다.

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