

# Skills

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## General

Title	Writing for the Real World	Tactics for Listening: 3rd Edition	Totally True	Trio Reading	Trio Writing	Cover to Cover	Select Readings: 2nd Edition	Oxford Online Skills Program
Skills								
Key words	<ul style="list-style-type: none"> <li>General writing</li> <li>Business writing</li> <li>Résumés</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive</li> <li>High-interest</li> <li>Student-friendly</li> <li>Test preparation</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Dictation</li> <li>True stories</li> </ul>	<ul style="list-style-type: none"> <li>Contextualized vocabulary</li> <li>Paired readings</li> <li>Critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Contextualized vocabulary</li> <li>Grammar skills</li> <li>Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency</li> <li>Reading strategies</li> <li>Bridge between intensive and extensive reading</li> </ul>	<ul style="list-style-type: none"> <li>Authentic texts</li> <li>Discussion</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> <li>Academic English</li> <li>CEFR aligned</li> </ul>
Age range	18+	14+	15+		15+	18+	18+	16+
Components	 	   	  	  	  	   	   	
Hours per level	22-35	24-48	18-36		70-80	24-48	40-60	60-120
Online Resources								
More info	Index p. 126	Main p. 46 Index p. 124	Main p. 43 Index p. 125	Main p. 40 Index p. 125	Main p. 40 Index p. 125	Main p. 43 Index p. 89	Main p. 42 Index p. 123	Main p. 47 Index p. 111

This level chart is only a rough guide to the approximate levels of Oxford books.  
このレベルチャートは、各教材がおおよそどれくらいのレベルに対応するかを弊社が独自の判断で示したものです。



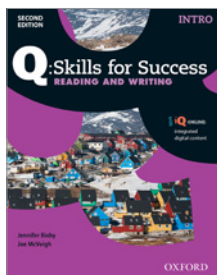
→ Academic

Effective Academic Writing: 2nd Edition	Q: Skills for Success Reading & Writing 2nd Edition	Q: Skills for Success Listening & Speaking 2nd Edition	Headway Academic Skills	Inside Series: Inside Listening and Speaking	Inside Series: Inside Reading 2nd Edition	Inside Series: Inside Writing	Lecture Ready: 2nd Edition	Oxford EAP
<ul style="list-style-type: none"> <li>• Range of academic writing modes</li> <li>• Rhetorical focus</li> <li>• Paragraph to essay</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Critical thinking</li> <li>• Learning outcomes</li> <li>• Writing support</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Critical thinking</li> <li>• Learning outcomes</li> <li>• Note-taking skills</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Reading &amp; writing strand</li> <li>• Listening &amp; speaking strand</li> <li>• Flexible</li> <li>• Study Skills</li> <li>• Learner Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Word List</li> <li>• Explicit skills instruction</li> <li>• High interest topics</li> <li>• Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Word List</li> <li>• High-interest topics</li> <li>• Academic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Word List</li> <li>• Academic writing</li> <li>• Genre-based approach</li> <li>• Grammar, vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Academic listening</li> <li>• Note-taking</li> <li>• Discussion</li> <li>• Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated skills</li> <li>• Academic content</li> <li>• Critical thinking</li> <li>• Summarizing</li> <li>• Avoiding plagiarism</li> </ul>
18+	18+	18+			18+	18+	18+	18+
30-60	100	100			50-100	50-100	30-50	30-50
Main p. 41 Index p. 92	Main p. 36 Index p. 121	Main p. 36 Index p. 121	Main p. 45 Index p. 97	Main p. 38 Index p. 98	Main p. 38 Index p. 108	Main p. 38 Index p. 98	Main p. 44 Index p. 99	Main p. 45 Index p. 109

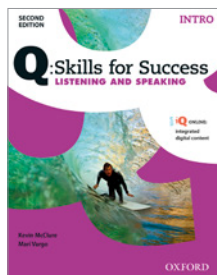
# Q: Skills for Success 2nd Edition



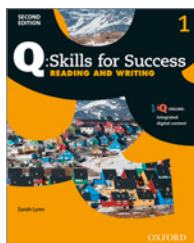
▶▶ Index p. 121



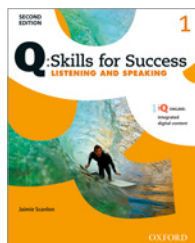
Intro



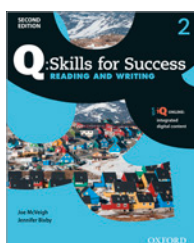
Intro



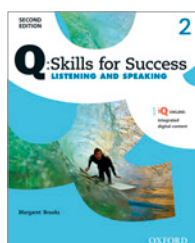
Level 1



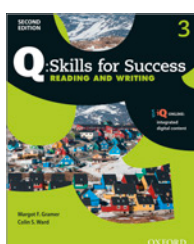
Level 1



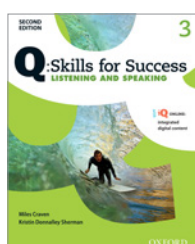
Level 2



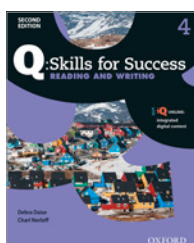
Level 2



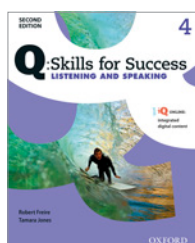
Level 3



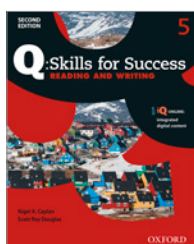
Level 3



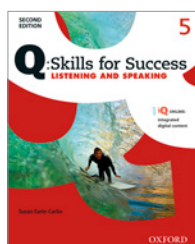
Level 4



Level 4



Level 5



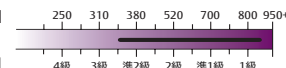
Level 5



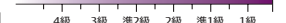
6 levels

Beginner to Advanced  
入門から上級

TOEIC® Level



STEP / EIKEN



## Think critically—succeed academically

### 批判的思考力を高めハイレベルな英語力を養えるコースの新版

- New progress bar and clearly stated unit objectives motivate students to achieve their language goals.
- Note-taking skills and extended writing syllabus help students to develop essential skills for essay writing.
- Authentic BBC and CBS video adds a new dimension to every unit and provides an engaging springboard for students to think critically.
- Digital teaching and learning tools provide a flexible package for teachers and students.

- 新版では進行の度合いやユニット毎の目標が明示されているため、より生徒のやる気を促します。
- ノートの取り方とライティングに関する更に充実したシラバスは、生徒の論文執筆のスキルの向上を助けます。
- BBCとCBSのビデオが各ユニットに収録され、学習内容を多角的に関連付け批判的に思考するきっかけを与えます。
- 充実したデジタルリソースにより、教師と学習者の両者にとって使いやすくなりました。



8 units; BBC or CBS video in every unit; Learning goals and self-evaluation; Access to iQ Online Practice with downloadable audio and videos, writing tutor, grammar and speaking practice

8ユニット、各ユニットのBBCやCBSビデオ、学習目標チェックリスト、ダウンロード可能な音声と動画、ライティングチューター、文法とスピーキングの練習を含むiQオンラインプラクティス



Interactive content from Student Book, teacher's notes, answer keys, additional videos; access online on Oxford learner's Bookshelf or also available on USB

スチューデントブックのインタラクティブな練習問題、教師用アドバイス、解答集、追加のビデオ、Oxford learner's Bookshelf版又はUSB版を用意



Teachers iQ Online: teachers handbook; online tests; grammar worksheets; online videos; downloadable audio; audio and video transcripts

教師用iQオンライン: 教師用ハンドブック、オンラインテスト、文法のワークシート、オンラインビデオ、ダウンロード可能な音声、音声と動画のスクリプト



Full class audio; Discussion models  
教材に対応した全ての音声、ディスカッション例



**UNIT 4**  
Anthropology

**READING VOCABULARY** > understanding compare and contrast organization using the dictionary to distinguish between homonyms

**WRITING GRAMMAR** > writing a compare and contrast essay subordinators and transitions to compare and contrast

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**UNIT QUESTION**  
**How important is it to write by hand?**

**A** Discuss these questions with your classmates.

1. Do you like to write by hand? Why?
2. Why is it important to preserve the skill of writing?
3. Look at the photo. Why are these people writing by hand? Why might this be important to them?

**B** Listen to The Q Classroom online. Then answer these questions.

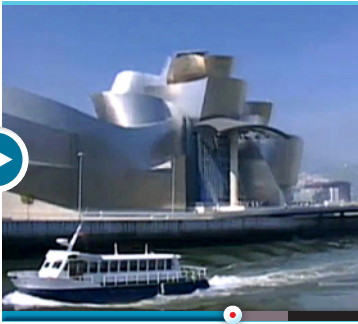
1. What are Marcus's reasons for not writing by hand?
2. What are reasons the other students give for writing by hand? Who do you agree with? Why?

**iQ ONLINE** **C** Go to the Online Discussion Board to discuss the Unit Question with your classmates.

92 UNIT 4

**UNIT OBJECTIVE** >>> Read an article from an education journal and a biography and gather information and ideas to write an essay comparing and contrasting two forms of writing.

Q: Reading and Writing Student Book 4



**basket case** (n.) someone who is extremely nervous or stressed  
**evolution** (n.) the process of change and development over time  
**innovative** (adj.) describing something new that uses new ways of thinking  
**masterpiece** (n.) an artist's best piece of work  
**miracle** (n.) something wonderful and impossible to explain  
**self-conscious** (adj.) worried about what other people will think about you



BBC or CBS videos in every unit motivate students with a rich variety of content  
 各ユニットのBBCとCBS映像コンテンツが学習意欲を向上させます。

Q: Listening and Speaking Student Book 2

**WRITING**

**UNIT OBJECTIVE** At the end of this unit you will write a few sentences about a job that is right for you. Your sentences will include specific information from the readings and your own ideas.

**Writing Skill** Writing a main idea and supporting sentences

A main idea is the big idea. For example:  
 My work is interesting.  
 Supporting sentences give more information about the main idea. For example:  
 I meet new people.  
 I learn about new products.  
 Supporting sentences give details about the main idea. Be sure the supporting sentences connect to the main idea. For example:  
 Main idea: Construction workers need to be strong.  
 They work with big machines.  
 They lift heavy things.  
 They wear warm clothes. (NOT a supporting sentence)

**A. Match the supporting sentences to each main idea.**

Sometimes they sleep in their trucks.  
 They answer customers' questions.  
 They explain new products.  
 They make new computer programs.  
 They think of new solutions to old problems.  
 They travel long distances.

1. Main idea: Sales assistants need to speak English well.  
 Supporting sentence: They answer customers' questions.  
 Supporting sentence: \_\_\_\_\_

2. Main idea: Truck drivers are away from home many days a year.  
 Supporting sentence: \_\_\_\_\_  
 Supporting sentence: \_\_\_\_\_

3. Main idea: Software developers are creative people.  
 Supporting sentence: \_\_\_\_\_  
 Supporting sentence: \_\_\_\_\_

**B. Cross out the one sentence that does not support the main idea.**

1. Medical secretaries have many job duties.  
 a. They answer the phone.  
 b. They talk to patients about their records.  
 c. They like science and technology.  
 d. They schedule patients to see the doctor.

2. Accountants have many skills.  
 a. They are good with numbers.  
 b. They are well paid.  
 c. They follow directions carefully.  
 d. They are good with details.

3. Chefs work in many different types of kitchens.  
 a. Some chefs work in hospital kitchens.  
 b. Others work in restaurants or hotels.  
 c. Some eat at home in their kitchens.  
 d. Some cook in university or school kitchens.

4. Lawyers need many skills.  
 a. They need to read, write, and speak very well.  
 b. They need to work long hours.  
 c. They need to make decisions quickly.  
 d. They need to solve problems.

**3. Underline the main idea in each model sentence at the beginning of each supporting sentence. Circle the supporting sentence that does not support the main idea.**

Medical Technicians have many job responsibilities.  
 In an ambulance to an emergency. They carry people to  
They give people emergency medications. They  
 be hospital. Their work is very important.

Emergency Medical Technician. I like to help  
to make decisions and solve problems. I want an  
 Emergency Medical Technicians need to be strong.  
 like a difference in people's lives.

**4. Use the main idea you wrote in your Quick Write on page 5. Copy the main idea and write three supporting sentences. For example:**

Main idea: I like to travel.  
 Supporting sentences: I like to learn about new places.  
 I like to meet new people.  
 I like to try new foods.

**5. Practice writing with main ideas and supporting sentences.**

**6. Use the words in the box to write a main idea and supporting sentences. Use the words like, want, and need.**

like, want, and need

are common verbs. A noun or noun phrase or an infinitive verb (to + base form of the verb) often follows like.

Noun Phrase	Infinitive
I like my career.	I like to help people.
I want a career.	I want to be a doctor.
I need a good job.	I need to work.

Q: Reading and Writing Student Book 1

**Note-taking Skill** Using visual elements

Instructors often use visual elements in their classes. They sometimes refer to pictures in a textbook or show photographs and charts on a screen. They also draw simple pictures and diagrams on the board. To use a visual element in your notes, you can...

- first copy the picture or diagram into your notes. Even a rough drawing will help you remember the contents of the class.
- then label the picture and write notes around it.

You don't need to be a great artist to use pictures in your notes. Even a rough drawing will help you remember the contents of the class.

**A. Look at the picture of a leaf used in a biology class and read the instructor's explanation. Then finish labeling the student's drawing and write notes.**

**The Structure of a Leaf**

The leaves are the food-making part of a plant. The petiole connects the leaf to a stem on the plant. The petiole is like a small tube or pipe. It carries water and minerals to the leaf. Water goes from the petiole to the midrib. The midrib runs from the bottom to the top of the leaf. Then small veins distribute this water all through the leaf. The petiole also turns the leaf toward the sun. This is important because leaves use energy from the sun to make food from carbon dioxide in the air and water. This process is called photosynthesis.

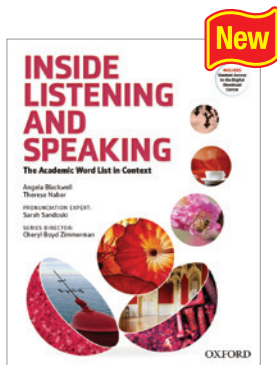
**B. Look at the picture of the tree and listen as an instructor describes the parts of a tree. Copy the drawing and make notes.**

**Parts of a Tree**

Even more writing practice and support in every unit helps students build a solid foundation of writing skills  
 ライティングの基礎を強化するための練習問題を各ユニットに収録しています。

Enhanced skills support, including note-taking skills and extra writing practice, are new to the series  
 ノートを取るためのコツと追加のライティングの練習問題などスキルアップのためのサポートが充実しています。

Q: Listening and Speaking Student Book 2



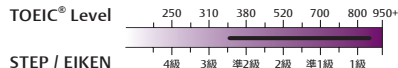
Intro  
Level 1  
Level 2  
Level 3  
Level 4

# Inside Series: Inside Listening and Speaking Inside Reading, Inside Writing

Series Director: Cheryl Boyd Zimmerman



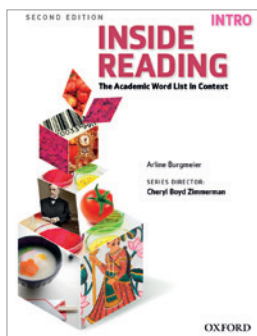
**5** levels | Elementary to Advanced  
初級から上級



## The Inside Track to Academic Achievement

英語で専門科目を履修するための近道

- High-interest topics from academic content areas such as psychology, engineering, the arts, computer science and biology.
- Systematic acquisition of the entire Academic Word List through targeted, receptive and productive activities.
- Unit themes linked across all three strands.
- 心理学、工学、アート、コンピューター科学、生物学など、生徒の興味を引く学術的なトピックを扱っています。
- 学習内容に対応し、取り組みやすく効果的なアクティビティを通じて、Academic Word Listの語彙を系統だてて習得することができます。
- ユニットのテーマはコースを通して結びついています。



Intro  
Level 1  
Level 2  
Level 3  
Level 4

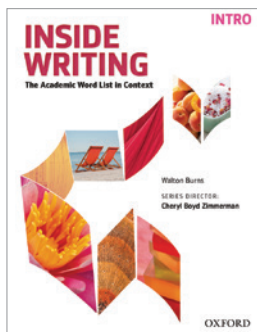


10 units; reading/writing skills and vocabulary activity sections; Academic Word List  
全10ユニット、リーディング・ライティングスキルと語彙アクティビティセクション、アカデミックワードリスト



Video, audio & whole-class vocabulary activities; customizable unit, mid-term and final tests; print-and-go worksheets

ビデオ、音声、語彙練習用アクティビティ、中間・期末用テスト、コピー可能なワークシート



Intro  
Level 1  
Level 2  
Level 3  
Level 4

## Inside Listening and Speaking

**Before You Watch**  
Read these questions. Discuss your answers in a small group.

1. Anatomy is the study of the different parts of the body. Who has to study anatomy?
2. Do you think anatomy is easy to learn? Why or why not?
3. How can a textbook help students to learn anatomy?

**Watch**  
Read the Listen for Main Ideas activity below. Go online to watch a student give a presentation about the creation of Gray's Anatomy.

**Listen for Main Ideas**  
Mark each sentence as T (true) or F (false). Work with a partner. Restate false sentences to make them correct.

1. Henry Gray was a surgeon who wrote a textbook.
2. Henry Vandyke Carter was very good at drawing.
3. The two men worked together to create the book.
4. Carter wrote part of the text of the book.
5. Gray and Carter got equal credit and equal money for the book.

**PRESENTATION SKILL Basic Presentation Skills**

**LEARN**  
Good presenters appear calm and confident. They prepare notes to refer to, but do not read directly from their notes. Use the suggestions in the box to help you.

**Basic Presentation Skills**

1. Stand up straight, with your shoulders back. Relax.
2. As you speak, look at the audience. Don't look at only one person. Look at people around the room.
3. Speak a little more slowly than usual. Pause often.
4. Use your voice to keep people's attention. For example, speak more loudly and clearly to stress important points.

...es, but don't write every word. Just write the main points.  
...notes, underline or highlight key words.

Engaging media, including audio, original academic video and authentic BBC content  
音声、オリジナルビデオ、BBC制作のコンテンツなどを使って、生徒の学習意欲を引き出します。

Listening and speaking skills are explicitly presented and developed in context by linking to the academic content  
専門教科に関連する内容を通して、リスニング、スピーキング力の向上を目指します。

Pronunciation skill instruction is supported by audio resources and applied in the context of the academic topic  
専門教科の履修を踏まえた音声データを活用し発音を練習します。

**PRONUNCIATION SKILL Syllables and Word Stress**

**LEARN**  
Each part of a word with a vowel sound is called a syllable. There may be a consonant before, after, or before and after this vowel sound.

**A** Go online to listen to the words and notice how some words have only one syllable and some words have two or more. Each syllable is separated by the • symbol.

tu • thor	la • bel
il • lu • strate	text

A syllable can be stressed or unstressed. The stressed syllable in a word is pronounced longer, stronger, and higher than the other syllables in the word. The vowel sound is also lengthened.

**B** Go online to listen to the words. Look at the following chart, which shows in pink which vowel sound is lengthened.

it • rat	ph • si • cal
it • a • t • i • e • u • at	ju • bish

**APPLY**

**A** Go online to listen to the words. In the right column, write how many syllables you hear in each word.

1. description	3
2. stomach	
3. information	
4. heart	
5. physiology	
6. situation	

**B** Go online to listen to the words. Circle the syllable that is stressed. The vowel sound will be lengthened.

1. e • (med) • tion	5. sci • en • tist
2. re • sponse	6. a • na • to • my
3. com • pli • ca • ted	7. med • ic • al
4. theo • ry	8. pic • ture

Inside Listening and Speaking Student Book Intro

Inside Writing

**PREPARE TO WRITE**

**Building Knowledge**  
Read these questions. Discuss your answers in a small group.

- Why do people need water?
- Where does the water supply in your home city come from?
- What are some sources of water?

**Writing Model**  
Scientific articles often appear in scientific journals or magazines. Read this article about a process for removing salt from sea water.

**Desalination: Getting the Salt Out**

“Today we have energy wars. Tomorrow it will be water wars,” says water analyst Erik Harmon. This warning seems odd. After all, 71 percent of Earth is covered by water. So, how is it that people complain, “We are surrounded by water, but we are thirsty?”

The facts explain the question:


- 97 percent of Earth’s water is salt water.
- 780 million people on Earth do not have easy access to safe drinking water.
- By 2030, 47 percent of the people on Earth will live in places with water shortages.<sup>1</sup>

Climate changes over the last decade have dried up many traditional sources of water. Without water, the world faces serious economic and health problems. The theme is the same around the world. We cannot live without water.

Scientists have a possible solution: desalination plants. These factories remove salt from ocean water. The process could provide a continuous supply of pure water. “It could save lives,” an editorial on desalination says. The argument is convincing.

Many countries in the Middle East and North Africa already have desalination plants. Other countries have plans to build desalination plants.

<sup>1</sup>water shortage: a situation where there is not enough water



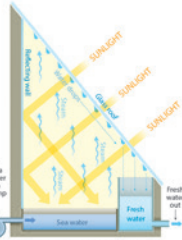
Desalination plants make salt water safe for drinking.

**BUILDING DESALINATION PLANTS**  
The first step in building a desalination plant is to find a good location. Engineers evaluate possible sites to find the best one. Then they analyze the country’s water needs. They consider alternative versions of desalination systems. They compute the amount of salt-free water that each system will generate. Finally, the engineers specify which system they think is best.

**SOLAR-POWERED SYSTEMS**  
There are several types of desalination systems. One type uses the sun for energy. This solar-powered system consists of sealed chambers.<sup>1</sup> The roof of each chamber is made of glass. The foundation is a shallow tub.<sup>2</sup> First, a pump<sup>3</sup> fills the tub with sea water. Sunlight passes through the glass roof to heat the water. Then steam from the hot water rises. As the steam cools, drops of water form on the inside of the glass roof. The drops are salt-free. Soon the drops roll down and fall into a pipe. Finally, the pipe delivers fresh water to homes, factories, and farms.

**ADVANTAGES OF SOLAR-POWERED SYSTEMS**  
A solar-powered system has several advantages over other systems. First, a solar-powered system uses free energy from the sun. In contrast, other systems use expensive coal, oil, or nuclear energy. Second, while other systems require expensive machinery, solar systems do not. In addition, a solar-powered system is easy to use and maintain, whereas other systems need highly trained professionals to do these tasks. However, a solar-powered system has one serious problem. It will work only in locations where the sun shines many hours a day all year long. Unfortunately, desalination is not an option for countries far from an ocean. These countries must use other solutions, such as recycling water. (For information on wastewater<sup>4</sup> recycling, see the March edition of *The Water Journal*.)

<sup>1</sup>sealed chamber: a tightly enclosed space  
<sup>2</sup>shallow tub: a container for liquids that is not deep  
<sup>3</sup>pump: a machine that moves liquid  
<sup>4</sup>wastewater: dirty water that has already been used for cleaning, manufacturing, etc.



A solar-powered desalination system uses energy from the sun.

Inside Writing Student Book 1

Authentic academic texts allow students to analyze what makes a text effective before using them as a model for their own writing

自分で文章を書く前に、学術的な文章を読んで分析し、効果的な文章を書けるよう促します。

Writing techniques including analyzing audience and purpose, providing a hook and using correct register, prepare students for academic writing

読み手や目的を意識したライティング法、効果的な言い回し、趣旨に応じた言葉や表現の正しい選択方法を示しながら書く力の強化を図ります。

Explicit reading skills such as inference, working with graphs and tables, annotation and recognizing context clues

推測、グラフや表、注釈の参照、文脈における読み取りなど、リーディングに必要なスキルを体系的に身に付けられるよう構成されています。

Inside Reading

**READING 1**

**Before You Read**  
Read these questions. Discuss your answers in a small group.


- How often do you eat fish?
- Do you ever visit the ocean to go fishing or to relax on a beach?
- How do oceans benefit people?

**Read**  
This article is part of a series of articles about our changing oceans.

**SAVING THE OCEANS**

The oceans of the world occupy over 70% of the earth’s surface. They provide food for billions of people, serve as places of recreation, and facilitate the transportation of passengers and cargo. For all of human history, people regarded the oceans as an indestructible and infinite resource. Until recently, humans had little impact on the oceans. However, as the earth’s population increases, human activity will ultimately destroy the oceans unless immediate steps are taken.


**OVERFISHING**  
Overfishing is one major threat. Fish are being taken out of the oceans faster than the remaining fish can reproduce. A big fish—tuna, cod, shark, or swordfish—yields many pounds of delicious seafood when it reaches maturity. However, to meet the increasing demand for these fish, commercial fishermen began catching small, immature fish. In the process, they almost destroyed the species. Ocean scientists estimate that 90% of these big fish are now gone from the oceans, and about 30% of all fish species have been destroyed.



A commercial fishing operation.

**OCEANS AS A SOURCE OF FOOD**  
Of the earth’s seven billion people, over one billion rely on fish as a source of protein. Billions more eat fish frequently because of its health benefits and its good taste. Throughout the world, food from the sea provides between 5% and 10% of the total food supply. But when fish disappear from the oceans, they will also disappear from our dinner plates. The impact on those who rely on fish could be malnutrition or even starvation.

**HOW HUMANS IMPACT OCEANS**  
Humans are impacting ocean life not only by what they take out of the oceans, but also by what they put into the oceans. Carelessly discarded cans, bottles, plastic cups, and baby diapers find their way into the stomachs of fish, often killing them. Toxic chemicals and industrial trash are also discarded into the oceans, either accidentally or thoughtlessly. Such conduct pollutes the water and kills sea life. Spills from a single oil tanker can contribute 200,000 tons of oil to the already polluted oceans. In the United States, an estimated 15,000 tons of automobile oil annually washes off roads into rivers and streams and ultimately into the sea.



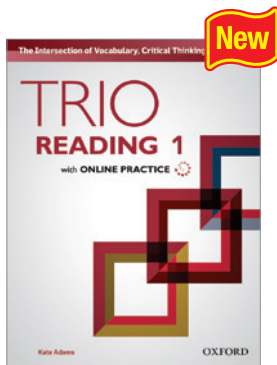
Trash that has ended up in the ocean.

**2008 HIGHEST OCEAN HARVESTS**  
World Total (Millions of tons)

Country	Harvest (Millions of tons)
China	4.2
India	3.8
Peru	3.3
Japan	3.3
USA	2.8
South Korea	2.8
Spain	2.6
Indonesia	2.2
Philippines	2.2

Along with the harmful oil, however, run-off also carries tons of nutrients in the form of plant matter, fertilizers, animal waste, and garbage that can be traced to cities, farms, factories, and forests. Poisonous algae and bacteria (microscopic plants and animals) in the ocean feed on the nutrients. As the run-off increases, the aggregation of algae and bacteria increases, further eroding the marine environment. Small fish that feed on the algae and bacteria are sickened or killed by the poisons they contain. When larger fish feed on the smaller ones, they too are

Inside Reading Student Book 1



Level 1  
Level 2  
Level 3

# Trio Reading, Trio Writing

Alice Savage and Colin Ward



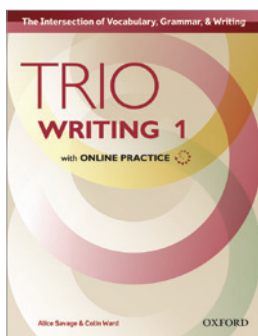
**3** levels | Beginner to Intermediate  
入門から中級

TOEIC® Level 250 310 380 520 700 800 950+  
STEP / EIKEN 4級 3級 準2級 2級 準1級 1級

## Building better readers and writers ... from the beginning

### 初級学習者にも使いやすいリーディング&ライティング教材

- Vocabulary based on the Oxford 2,000, the most important and useful words for low-level students to learn.
- Readiness Unit in each level provides fundamental English for beginning students.
- Prepares low-level students for academic reading and writing with contextualized vocabulary instruction, accessible paired readings and critical thinking activities in the Reading strand, and grammar skills and step-by-step writing strategies in the Writing strand.
- 初級レベルの学習者に適したオックスフォード最重要常用単語2,000語に基づく語彙リスト
- 入門レベルの学習者に必要な基礎英語を養うためのレベル別レディネス（準備）ユニット
- 教科学習に必要な英文読解力および英作文能力を入門レベルから養える、文脈に則した語彙学習、批判的思考力を高める練習が組み込まれた読解学習、文法学習・段階的ライティング学習からなる英作文トレーニング



Level 1  
Level 2  
Level 3



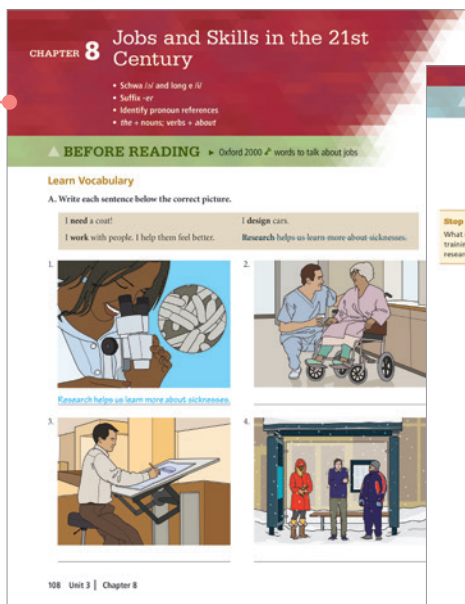
9 x 12-page chapters and wrap up section; readiness unit; word list; Online Practice  
全9チャプター（各12ページ）、まとめユニット、予習ユニット、ワードリスト、オンラインプラクティス



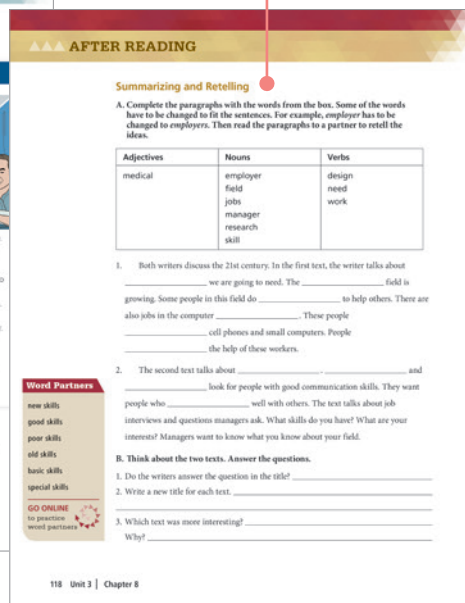
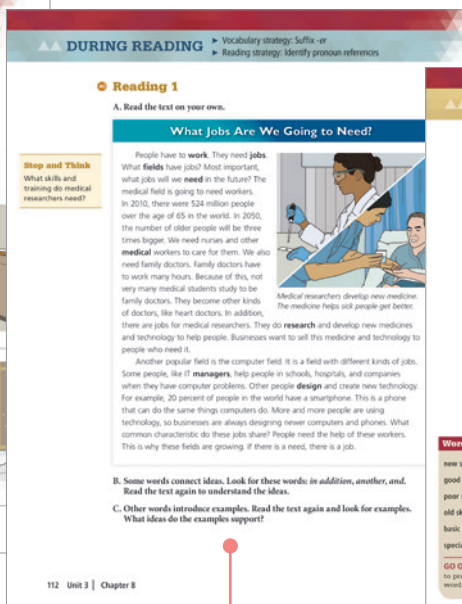
All levels; Student Book on screen; answer keys; chant audio; teacher's resources; assessment program  
スチューデントブックを大画面で表示できる教室用指導ツール、解答集、チャンツ音声、教師用リソース、診断テストプログラムなど



Summarizing and retelling activities provide students with the opportunity to review the concepts and vocabulary learned throughout the chapter  
各チャプターで学習した内容や語彙の復習に役立つ、要約・詳述演習を提供しています。



Trio Reading Student Book 1



Essential explicit skills help beginning learners to gain confidence with academic texts  
入門レベルの学習者が教科学習に自信を持って取り組むための必須基本スキルの習得を図ります。

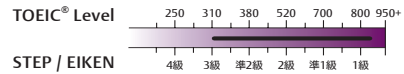
Accessible paired readings help students develop reading skills by offering more practice and the opportunity to make connections between texts  
取り組みやすい長文読解演習を掲載。更なる練習と長文の比較・分析を行うことで読解力の向上を促します。

# Effective Academic Writing: 2nd Edition

Alice Savage, Patricia Mayer, Masoud Shafiei, Rhonda Liss and Jason Davis



**4** levels | Elementary to Advanced  
初級から上級

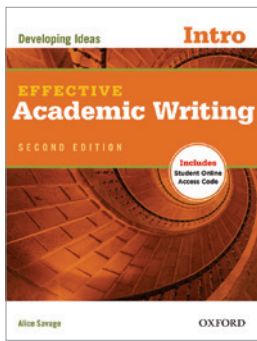


Helps students build writing skills with essential modes and rhetorical devices

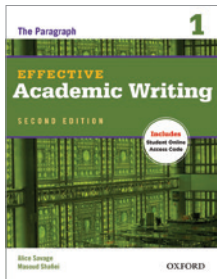
基本的なスタイルと修辞法を学びながらアカデミック・ライティング力を養います

- Introductory level provides support for lower-level writing courses.
- Step-by-step writing process guides students from sentence to paragraph to essay.
- Timed writing practice, including TOEIC® and TOEFL®-style online writing tests, prepares students for exams.
- Introductoryレベルは初級者のライティングコースに最適です。
- 段階に分けて練習していくことで、文単位からまとまった文章を作成し、エッセーを書けるようになるまで導きます。
- 所要時間内に文章を書くTOEIC®やTOEFL®形式のオンラインテストは、試験対策にご活用いただけます。

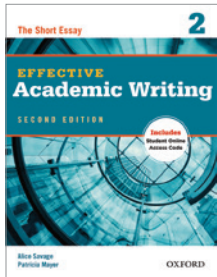
**SB** 6 units (8 for intro); extensive notes on writing process; Online Practice  
6ユニット (Intro レベルは8ユニット)、ライティング用資料、オンラインプラクティス



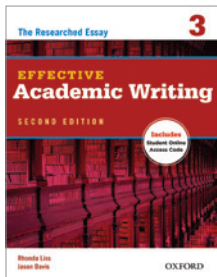
Intro: Developing Ideas



Level 1: The Paragraph



Level 2: The Short Essay



Level 3: The Researched Essay

**Writing Process Step 1 | Stimulating Ideas**

A comparison-contrast essay can be used to illustrate the similarities and differences between one idea or image and another. Often these comparisons help us to see the image or idea in a new way.

**Exercise 1 Thinking about the topic**

A. Discuss the pictures with a partner.

- Compare the two classroom environments.
- What is the relationship between the teacher and students in each environment?
- What types of classes would suit each environment (for example, psychology, nursing, literature)?

B. In which of these places would you rather be? Why? Make notes on your preferences in small groups.

80 Unit 4 | Comparison-Contrast Essays

Effective Academic Writing  
Student Book 2

**Writing Process Step 2 | Brainstorming and Outlining**

**WRITING TASK** When people travel to other countries, they see many differences in culture. However, people don't necessarily have to travel abroad to find changes in culture. Within a single country there are many differences. In this unit, you will write a comparison-contrast essay about two places. Go to the Web to use the Online Writing Tutor.

**Exercise 1 Brainstorming ideas**

A. Look at this Venn diagram and answer the questions below.

1. The writer identifies four differences. What are they? \_\_\_\_\_

2. Why do you think the writer crossed out freeways? \_\_\_\_\_

3. After looking at the diagram, which is more interesting: the similarities or the differences? Why? \_\_\_\_\_

B. Think of a topic that allows you to compare two places. Narrow your focus by identifying specific locations such as two parks or two airports. Then on a separate piece of paper, create your own Venn diagram. Use the diagram to list the characteristics that are unique to each place, as well as their common characteristics.

84 Unit 4 | Comparison-Contrast Essays

Use With  
Oxford Advanced Learner's Dictionary (p. 63)



# Select Readings: 2nd Edition

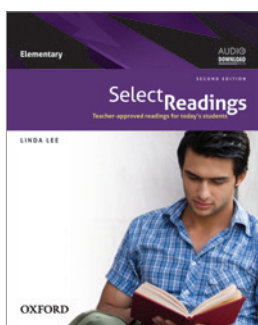
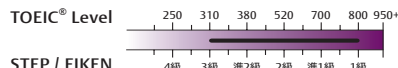


▶▶ Index p. 123

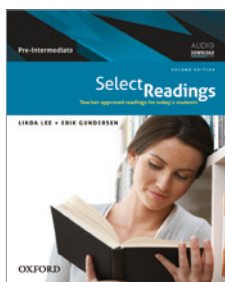
Linda Lee, Erik Gundersen and Jean Bernard



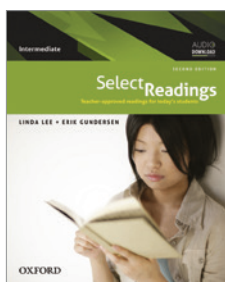
**4** levels | Elementary to Upper-Intermediate  
初級から準上級



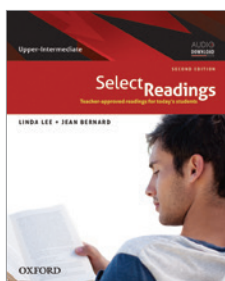
Elementary



Pre-Intermediate



Intermediate



Upper-Intermediate

## Readings from a variety of sources, chosen by teachers

現場の教師がセレクトしたバラエティ豊かな読み物でリーディングスキルを強化します

- Includes streamlined chapters, new readings, activities and an assessment program.
- Second reading passage in every unit gives students the chance to re-apply and practice reading skills.
- Sections that focus on core vocabulary and word-analysis skills such as suffixes.
- 効果的なシラバスが特長の第2版は、長文やアクティビティ、効果測定などを合理的に組み合わせています。
- 各ユニットのリーディングのテキストが増え、より多くの応用練習が可能となりました。
- Building Vocabularyセクションは、主要な語彙の学習や、接尾辞の使い方など単語を分析する力の向上に役立ちます。

**SB** 14 chapters; two readings per chapter; building vocabulary and discussion & writing sections  
全14チャプター (各2リーディング)、Building Vocabularyと Discussion & Writingセクション

**ROM** Includes TOEIC®, TOEFL® and IELTS®-style tests  
TOEIC®, TOEFL®, IELTS®形式のテストを収録

**CD** Full class audio  
教材に対応した全ての音声

**iTools** Full Student Book on screen, with embedded audio, answer keys, and additional resources

スチューデントブックを大画面で表示できる教室用指導ツール、音声再生や解答などの表示も可能



### Other Components

- Select Student Book audio MP3 files available for download

**Reading Passage** AUDIO DOWNLOAD

**Helping Others**  
by Mariko Asano

1 *Habitat for Humanity International—or Habitat—is a nonprofit organization that helps people in need<sup>1</sup> build houses. Since 1976, volunteers for Habitat have built more than 350,000 houses worldwide. According to Habitat, however, there are still more than 1.6 billion people in the world without decent housing.<sup>2</sup> In the article below, Mariko Asano talks about her experience as a Habitat volunteer. She has traveled to the Philippines three times to help build houses for people who need them.*

I am 24 years old, and I grew up in Nishinomiya, Japan. Several years ago, I went to **Negros Island in the Philippines** as a Habitat volunteer.

10 This was the first of three trips I have taken to the Philippines as a volunteer. For me, the idea of building somebody's house abroad was very exciting. The next year I returned to Negros Island as a Habitat volunteer. This time I went as a student leader with 28 classmates from Kyoto University of Foreign Studies.

**Map page 155**

**Culture and Language Notes page 144**

<sup>1</sup> in need needing help  
<sup>2</sup> decent housing housing of an acceptable standard, livable housing

**33**

Select Readings Pre-Intermediate Student Book

15 Both the staff and the families on Negros Island became dear friends of the work team I led.<sup>3</sup> Meeting these people was wonderful for each of us. Their lifestyle reminded us of the meaning and value of life. The people also helped us appreciate the more valuable things in life, such as spending time with your family, friends, and neighbors; developing close relationships; helping each other; and appreciating what you do have. These things are sometimes forgotten in an affluent<sup>4</sup> country like Japan.

We thought we came to the Philippines to help the Filipino people, but they helped us to see something valuable. They generously offered their food, space, and hearts<sup>5</sup> in a way we were unaccustomed to. (Would you give up your bed for a stranger and sleep on the uncomfortable cement floor at your own house?)

When I took my third trip to the Philippines as a Habitat volunteer, I was assigned to<sup>6</sup> a house with young people from around the world. In my group, there were Filipinos, Americans, Indians, Koreans, and Japanese.

30 We worked together to complete a house for a family we met on the site.<sup>7</sup> On the last day, all of us stood inside a room we had built in just a week, feeling a sense of fulfillment.<sup>8</sup> Even now we keep in touch across the world. Some of us are actively involved in Habitat in different countries.

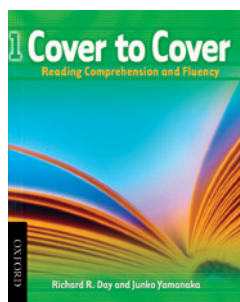
Habitat brings people together and helps us realize that people all over the world care about each other. Habitat sends the very important message that we can all be friends. Being involved with Habitat for Humanity has changed my life. I've learned that I can make a difference<sup>9</sup> in the world.

**Word Count: 443**    **Reading Time:** \_\_\_\_\_ (Minutes)    **Words per Minute:** \_\_\_\_\_ (Word Count/Reading Time)

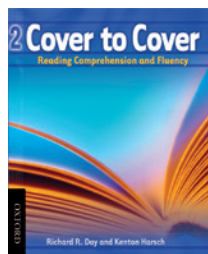
<sup>3</sup> the work team I led the group of workers I was responsible for  
<sup>4</sup> affluent wealthy  
<sup>5</sup> offered their food, space, and hearts gave us food, a place to stay, and kindness  
<sup>6</sup> assigned to was sent to work in; was given a job in  
<sup>7</sup> on the site at the place (where they built the house)  
<sup>8</sup> sense of fulfillment feeling of accomplishment  
<sup>9</sup> make a difference do something important

**34** Chapter 4 | Helping Others

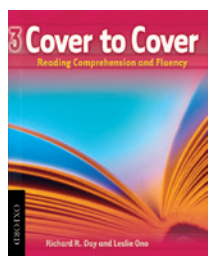
Use With  
Oxford American Dictionaries  
for Learners of English (p. 60)



Level 1



Level 2



Level 3

# Cover to Cover

Richard R. Day, Junko Yamanaka, Kenton Harsch and Leslie Ono

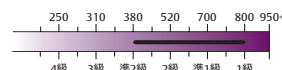


3

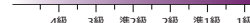
levels

Pre-Intermediate to Upper-Intermediate  
準中級から準上級

TOEIC® Level



STEP / EIKEN



## Combines reading and vocabulary skills with extensive reading and fluency

精読と多読アプローチを組み合わせ、リーディング力と語彙力を強化する画期的なシリーズ

- Designed to develop reading fluency and ability by combining intensive reading and comprehension with longer, “easier” passages.
- Explores engaging topics from a variety of genres supported by strategies and activities to help build vocabulary and reading skills.
- 長めで難解過ぎない文章を使った精読を通して、読みの流暢性を身に付け、読解力を高めていけるようデザインされています。
- 様々なジャンルから興味をひきつけるトピックを取り上げ、語彙力とリーディング力を向上させるためのコツやアクティビティを豊富に提供しています。



12 x 15-page units; 2 reading passages & Bookworms excerpt in each unit

全12ユニット（各15ページ）、各ユニットに2つのリーディングテキスト&Bookwormsからの抜粋を収録



Answer keys; cultural background notes; summaries; extra extensive reading activities with photocopyable worksheets  
解答集、文化的背景説明、解説、多読のアクティビティ（コピー可能なワークシート付）



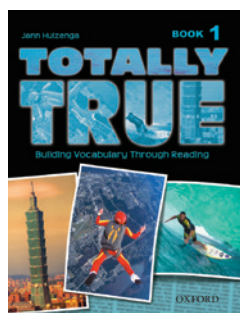
Full class audio  
教材に対応した全ての音声



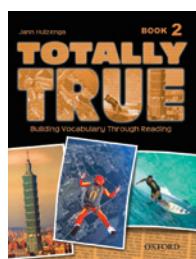
Test Generator CD-ROM with editable tests  
編集可能なテストを収録したTest Generator CD-ROM

Use With

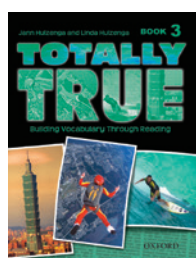
Bookworms Library (p. 72)



Level 1



Level 2



Level 3

# Totally True

Jann Huizenga and Linda Huizenga

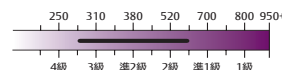


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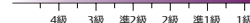
levels

Beginner to Pre-Intermediate  
入門から準中級

TOEIC® Level



STEP / EIKEN



## Unusual, engaging, true stories on a wide range of topics from around the world

世界中のウソのようなホントの話が満載! 楽しみながら飛躍的に語彙力と読解力を伸ばします

- *Totally True* is based on the Oxford Bookworms Library language syllabus and can be used together for more effective learning.
- This series expands vocabulary and reading skills through interactive exercises and recycling of new words.
- Oxford Bookwormsのシラバスと本教材のレベルがリンクしており、併用頂くとさらに効果的です。
- インタラクティブな練習問題と新出単語をくり返し使うことで語彙を強化し、リーディング力をつけるためのコース。



18 x 4-page units; 3 review units; word lists  
全18ユニット（各4ページ）、3つの復習ユニット、ワードリスト



Stories & dictations read by native English speakers  
ネイティブスピーカーによる朗読音声とディクテーション用音声



Use With

Bookworms Library (p. 72)

# Lecture Ready: 2nd Edition

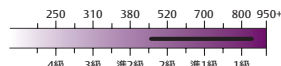
Peg Sarosy, Kathy Sherak, Laurie Frazier and Shalle Leeming



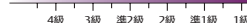
3 levels

Pre-Intermediate to Upper-Intermediate  
準中級から準上級

TOEIC® Level



STEP / EIKEN



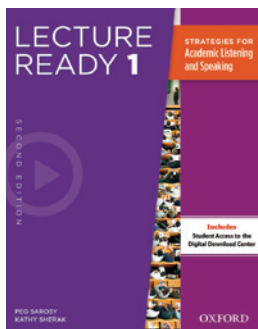
**Prepares students to navigate the higher education classroom with confidence**

**自信を持って大学の講義を受講するために必要なスキルを身につけます**

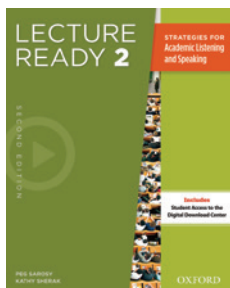
- Video-based learning prepares students for listening, note-taking, and academic discussion.
- Presentation skills are developed through real-life video examples.
- ビデオを主教材として、講義の聞き取り方、ノートの取り方、ディスカッションの仕方などが学べます。
- 映像で実例を観ながら、プレゼンテーションのスキル向上を目指します。

**SB** 2 lessons per unit; 4 academic skill sections per lesson: listening, note-taking, discussion and presentation strategies  
各ユニット2レッスン、各レッスン4アカデミックスキルセクション：リスニング、ノートの取り方、ディスカッションとプレゼンテーションの方法

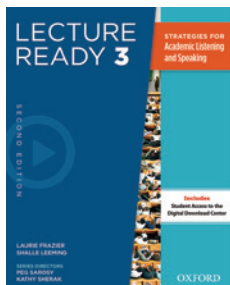
**iTools** Full Student Book on screen; answer keys; all audio and video; customizable unit mid-term and final tests  
スチューデントブックを大画面で表示できる教室用指導ツール、解答集、音声、ビデオ、編集可能な中間・期末用テスト



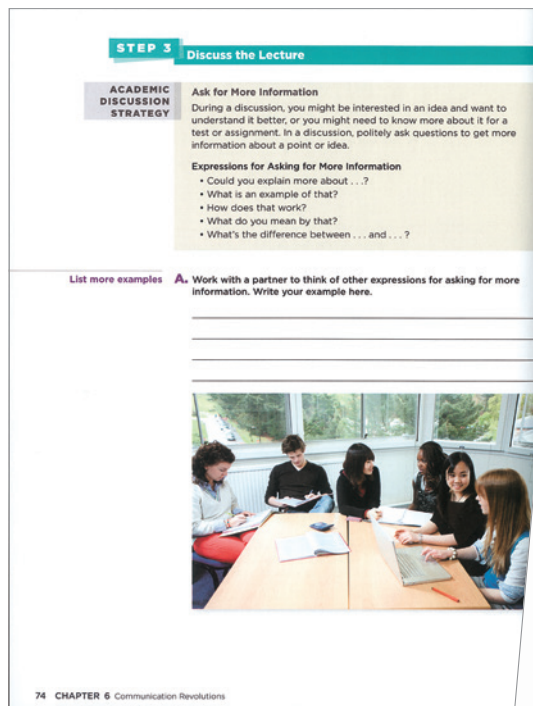
Level 1



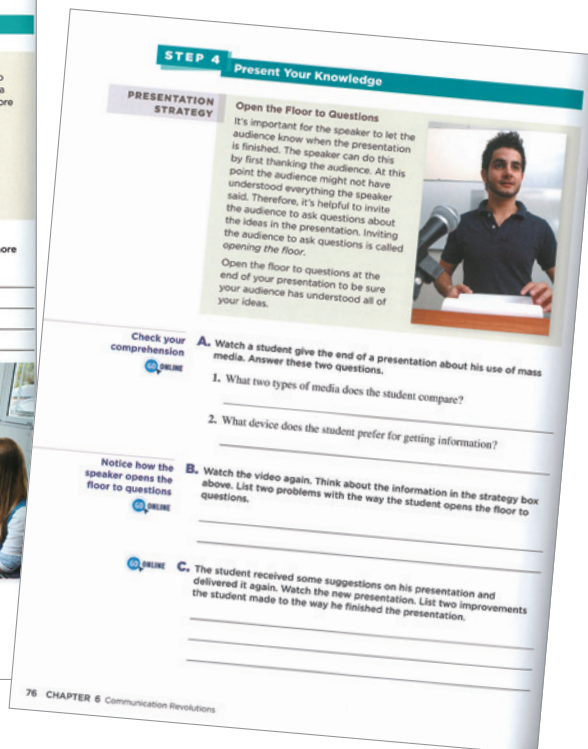
Level 2



Level 3



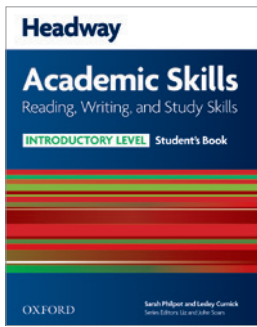
Lecture Ready Student Book 1



Student presentation skills video

Use With

Oxford Advanced Learner's Dictionary (p. 63)



Introductory

Level 1  
Level 2  
Level 3

# Headway Academic Skills

Emma Pathare, Gary Pathare, Sarah Philpot, Lesley Curnick and Richard Harrison

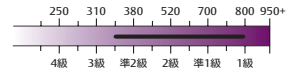


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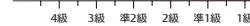
levels

Elementary to Upper-Intermediate  
入門から準上級

TOEIC® Level



STEP / EIKEN



Your bridge to academic success through study skills and learner independence

アカデミックスキルの強化に最適なシリーズ

- Develops specific skills for academic reading, writing, listening and speaking through a wide range of serious topics and tasks.
- An optional 30+ hours of online practice provided via Oxford Online Skills Program.
- 意義深い多様なトピックやタスクを通して、アカデミックリーディング・ライティング・リスニング・スピーキングに必要なスキルを強化できます。
- Oxford Online Skills Programでは、30時間分以上のオンラインプラクティスの利用が可能です。

**SB** 10 units; vocabulary development sections in every unit  
全10ユニット、各ユニットに "Vocabulary development" セクション付き

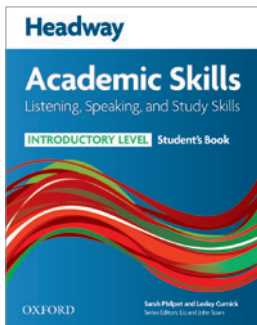
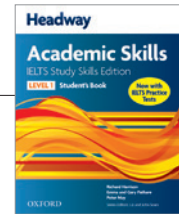
**TB** Photocopiable activities; lesson notes; answer key;  
includes testing program CD-ROM  
コピー可能なアクティビティ、指導ガイド、解答集、  
Testing Program CD-ROM

**CD** Full class audio  
教材に対応した全ての音声



See p. 47

● IELTS Study Skills Edition  
see index p. 98



Introductory

Level 1  
Level 2  
Level 3

Skills / スキル

# Oxford EAP

Edward de Chazal and Sam McCarter

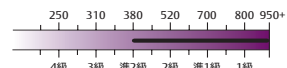


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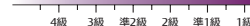
levels

Pre-Intermediate to Advanced  
準中級から上級

TOEIC® Level



STEP / EIKEN



Develop essential skills and language for academic study

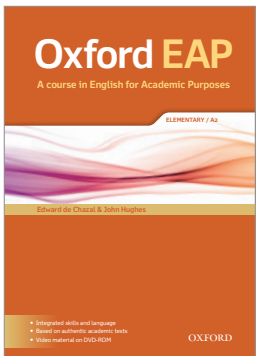
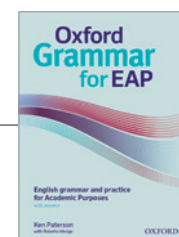
大学・大学院で学ぶために必要なスキルと英語力を養うコースブック

- Authentic academic content from Oxford textbooks and journals.
- Video-based lecture extracts help prepare students for overseas university experience.
- Covers all four skills in an academic context, plus study skills such as critical thinking and avoiding plagiarism.
- オックスフォードの教科書や学術誌から引用した、信頼のおけるコンテンツを収録しています。
- 実際の講義を抜粋したビデオ教材は、留学前の準備学習に最適です。
- 学術的な内容と関連付けながら4技能を鍛えます。さらに、批判的思考法や論文執筆の際の盗用の避け方などのスキルも身に付けます。

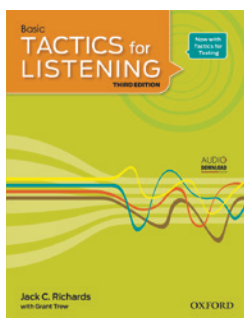
**SB** 10-12 units; glossary of grammatical and academic terms;  
Sample answers; DVD-ROM: lecture extracts, class audio  
全10-12ユニット、文法と学術用語解説、ライティングサンプル、  
DVD-ROM: レクチャービデオ、クラス用全音声

**TB** Methodology and notes; additional activities; full answers;  
DVD-ROM: over 150 minutes of video including authentic  
lecture extracts, student presentations  
広範囲にわたる方法論や解説、アクティビティのアイデア、解  
答集、DVD-ROM: 約150分間、講義や学習者のプレゼンテー  
ション動画、字幕

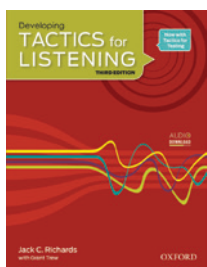
● Also available  
Grammar for EAP  
see index p. 110



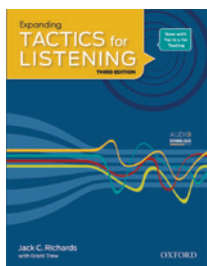
Level A2  
Level B1  
Level B1+  
Level B2  
Level C1



Basic



Developing



Expanding

# Tactics for Listening: 3rd Edition

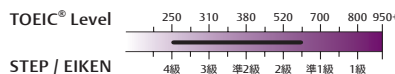


▶▶ Index p. 124

Jack C. Richards with Grant Trew



**3** levels | Beginner to Pre-Intermediate  
入門から準中級



Used extensively in classrooms and language laboratories all over Japan

日本国内の教室やランゲージラボ（LL教室）で広く使われています

- Practical English methodology and easy-to-teach format, updated for today's classroom and self-assessment needs.
- Extra pronunciation and dictation activities help students to make themselves understood.
- Tactics for Testing sections to help prepare students for key local and international English tests.
- 実践的英語指導法と使いやすいユニット構成で、教師と生徒両方のニーズに応えます。
- 発音練習やディクテーションのアクティビティで、学習内容の定着を図ります。
- Tactics for Testingセクションは、国内外の公的試験対策として役立ちます。

**SB** 24 x 4-page units; student online access to partial audio  
全24ユニット（各4ページ）オンラインで一部のオーディオにアクセス可能

**CD** Full class audio  
教材に対応した全ての音声

**TB** Lesson plans; answer keys; photocopiable activities; Teacher's Resource CD-ROM; unit quizzes, tests and vocabulary worksheets  
レッスンプラン、解答集、コピー可能なアクティビティ、教師用リソースCD-ROM、ユニットクイズ、テスト、語彙練習用ワークシート



### Other Components

- Select Student Book audio MP3 files available for download

**UNIT 10 Keeping Fit**

**Getting Ready**

What do you do to keep fit? Match each goal on the left with the correct suggestion on the right. Compare your answers with a partner.

1. have a healthier diet <u>c</u>	a. do lots of sit-ups
2. tighten stomach muscles <u>—</u>	b. join a health club with a pool
3. put on weight <u>—</u>	c. eat less meat and more vegetables
4. swim regularly <u>—</u>	d. lift weights every other day
5. get some outdoor exercise <u>—</u>	e. take up jogging

**Listening 1**

People are talking about New Year's resolutions. What is each person going to do? Listen and circle the correct answer.

1. <input checked="" type="radio"/> a. do more exercise	3. a. do more walking	5. a. eat less meat
<input type="radio"/> b. put on weight	<input type="radio"/> b. take up jogging	<input type="radio"/> b. lose some weight
2. a. learn to swim	4. a. join a gym	6. a. take up jogging
<input type="radio"/> b. give up smoking	<input type="radio"/> b. put on weight	<input type="radio"/> b. start doing sit-ups

**Listening 2**

**Task 1**

Which kind of exercise does each person prefer now? Listen and check (✓) the correct picture.

**Task 2**

Listen again. Circle the reason each person likes the kind of exercise he or she does now.

1. a. It's not fun.	4. a. It's easy to do it.
<input checked="" type="radio"/> b. It's a good place to meet people.	<input type="radio"/> b. She can do it almost anywhere.
2. a. He does it indoors.	5. a. It took a short time to learn.
<input type="radio"/> b. He listens to the ocean as he does it.	<input type="radio"/> b. He doesn't usually ride it on busy streets.
3. a. It's fun.	6. a. It's cheap to do.
<input type="radio"/> b. It's not easy to find a place to play.	<input type="radio"/> b. It's not as easy as it looks.

Tactics for Listening Developing Student Book

## センター試験リスニングテスト対策に!

Tactics for Listening Basic は、文部科学省学習指導要領の定める「言語の使用場面」と「言語の働き」に記述されている多くの項目を扱っています。加えて、自然に話されているアメリカ英語を使用し、リスニング能力を高める様々なタスクを提示していることから、大学入試センター試験のリスニングの大部分に対応できるものと考えます。

順天堂大学 小野田 榮

Tactics for Listening, Basic level, is strongly recommended for preparing students to successfully take the National Center for the University Entrance Examinations English Listening Test.

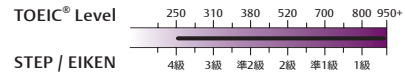
Sakae Onoda, Juntendo University



# Oxford Online Skills Program



**6** levels | Beginner to Advanced  
入門から上級



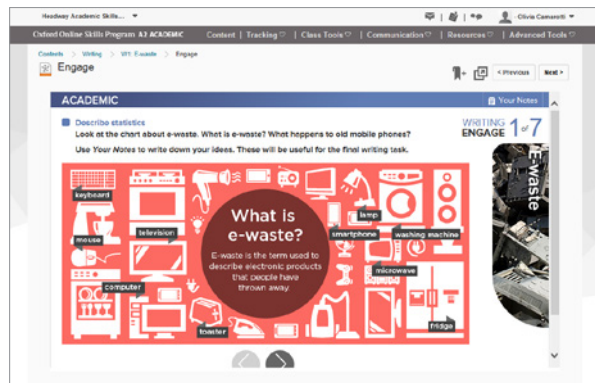
Helps learners focus on developing their listening, speaking, reading and writing skills, in the classroom or at home

授業中または自宅学習においてリスニング、スピーキング、リーディング、ライティングのそれぞれのスキルへの関心を高めます

- Modules for general English or academic English.
- Each CEFR level offers around 80 hours of practice materials.
- 一般英語と学術英語のためのモジュール
- 各CEFRレベル別の80時間相当の練習問題

Use With

<b>American Headway: 3rd Edition</b>  See p. 26	<b>American English File: 2nd Edition</b>  See p. 28	<b>English File: 3rd Edition</b>  See p. 29	<b>New Headway: 4th Edition</b>  See p. 30	<b>Headway Academic Skills</b>  See p. 45
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## Online Practice

A rich learning experience with interactive activities that consolidate learning in class

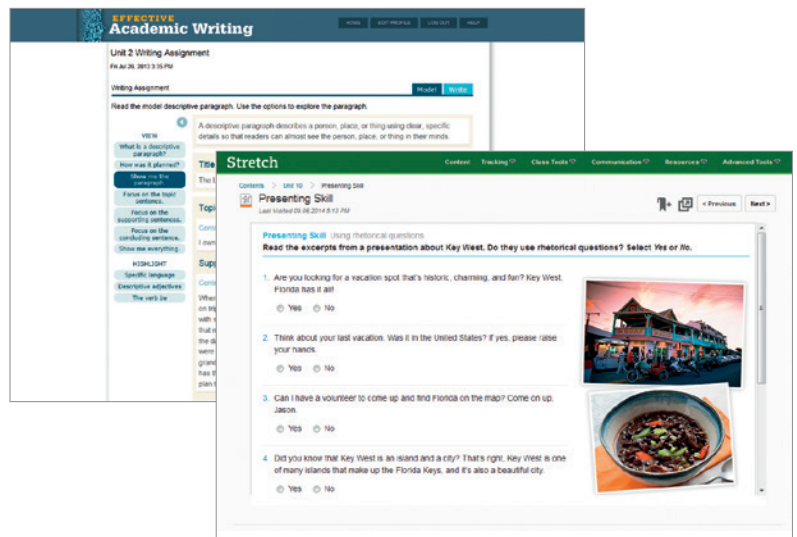
教室での学習を強化するインタラクティブなアクティビティなど、充実の学習内容でサポートします

- Assign and track homework.
- Hours of additional in-class or at home practice.
- 宿題の管理
- 授業用と自宅学習用の追加問題

Available with many courses:

<b>Stretch</b>  See p. 24	<b>Smart Choice: 3rd Edition</b>  See p. 22	<b>Q: Skills for Success: 2nd Edition</b>  See p. 36	<b>Effective Academic Writing: 2nd Edition</b>  See p. 41	<b>Trio</b>  See p. 40
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And more ...



\* Features vary by series. For more information visit: [www.oup.com/elt/learnonline](http://www.oup.com/elt/learnonline)