

Skills

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General ←

Title	Writing for the Real World	Tactics for Listening: 3rd Edition	Trio Reading	Trio Writing	Trio Listening and Speaking	Cover to Cover	Select Readings: 2nd Edition	Effective Academic Writing: 2nd Edition
Skills								
Key words	<ul style="list-style-type: none"> General writing Business writing Résumés 	<ul style="list-style-type: none"> Comprehensive High-interest Student-friendly Test preparation 	<ul style="list-style-type: none"> Contextualized vocabulary Paired readings Critical thinking skills 	<ul style="list-style-type: none"> Contextualized vocabulary Grammar skills Writing strategies 	<ul style="list-style-type: none"> Contextualized vocabulary Grammar skills Pronunciation Skills 	<ul style="list-style-type: none"> Reading fluency Reading strategies Bridge between intensive and extensive reading 	<ul style="list-style-type: none"> Authentic texts Discussion Comprehension 	<ul style="list-style-type: none"> Range of academic writing modes Rhetorical focus Paragraph to essay Research
Age range	18+	14+	15+	15+	15+	18+	18+	18+
Components	 	 	 	 	 	 	 	
Hours per level	22-35	24-48	70-80	70-80	70-80	24-48	40-60	30-60
Online Resources								
More info	Main p. 43 Index p. 126	Main p. 46 Index p. 124	Main p. 40 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. 122	Main p. 45 Index p. 92

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

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"> • Discussion • Critical thinking • Learning outcomes • Writing support • Video 	<ul style="list-style-type: none"> • Discussion • Critical thinking • Learning outcomes • Note-taking skills • Video 	<ul style="list-style-type: none"> • Reading & writing strand • Listening & speaking strand • Flexible • Study Skills • Learner Independence 	<ul style="list-style-type: none"> • Academic Word List • Explicit skills instruction • High interest topics • Pronunciation 	<ul style="list-style-type: none"> • Academic Word List • High-interest topics • Academic skills 	<ul style="list-style-type: none"> • Academic Word List • Academic writing • Genre-based approach • Grammar, vocabulary 	<ul style="list-style-type: none"> • Academic listening • Note-taking • Discussion • Academic Word List 	<ul style="list-style-type: none"> • Integrated skills • Academic content • Critical thinking • Summarizing • Avoiding plagiarism
18+	18+	18+	18+	18+	18+	18+	18+
100	100	50-100	50-100	50-100	50-100	30-50	30-50
Main p. 36 Index p. 121	Main p. 36 Index p. 121	Main p. 47 Index p. 97	Main p. 38 Index p. 98	Main p. 38 Index p. 98	Main p. 38 Index p. 98	Main p. 44 Index p. 99	Main p. 47 Index p. 109

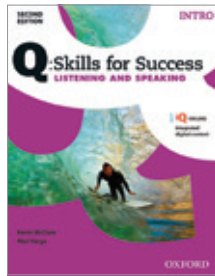
Q: Skills for Success 2nd Edition



▶▶ Index p. 121



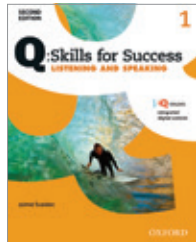
Intro



Intro



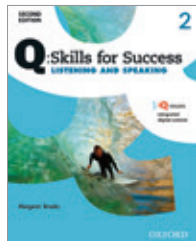
Level 1



Level 1



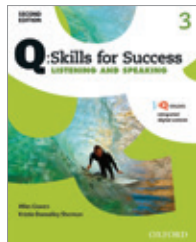
Level 2



Level 2



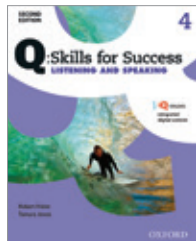
Level 3



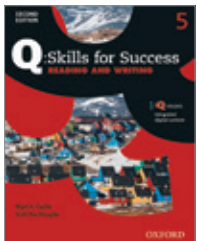
Level 3



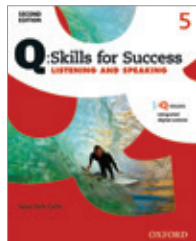
Level 4



Level 4



Level 5



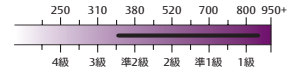
Level 5



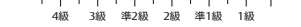
6 levels

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 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、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



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



Classroom presentation tool—Interactive content from Student Book, teacher's notes, answer keys, additional videos; access online on Oxford Learner's Bookshelf
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版を用意

Teacher iQ Online

- Teachers handbook; online tests; grammar worksheets; online videos; audio; and video transcripts
- 教師用オンライン: 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、音声、音声と動画のスクリプト

UNIT 4

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

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

Anthropology

Q 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

VIDEO VOCABULARY

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 one sentence that does not support the main idea.

Emergency Medical Technicians have many job responsibilities.
An ambulance to an emergency. They carry people to the hospital. They give people emergency medications. They work very important. They make decisions and solve problems. I want an Emergency Medical Technician. I like to help people. I like to travel. I like to learn about new places. I like to meet new people. I like to try new foods.

4. Practice with main ideas and supporting sentences.

Write a main idea and three supporting sentences. Use the words in the box.

like, want, and need

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

Q: Reading and Writing Student Book 1

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.

Note-taking Skill Using visual elements

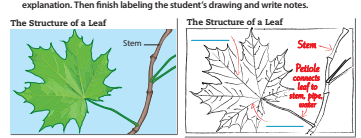
Instructors often use visual elements in their classes. They sometimes refer to pictures in a textbook or show photographs and charts on a screen. They also draw simple pictures and diagrams on the board. To use a visual element in your notes, you can...

- first copy the picture or diagram into your notes.
- 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.

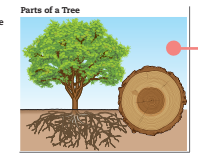
A. Look at the picture of a leaf used in a biology class and read the instructor's explanation. Then finish labeling the student's drawing and write notes.

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.

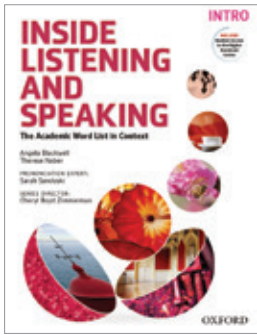


Parts of a Tree

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

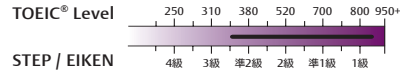
- Level 1
- Level 2
- Level 3
- Level 4

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

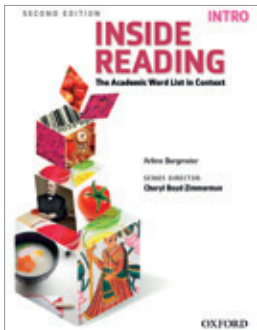
英語で専門科目を履修するための近道

- 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同シリーズ内で相互に結びついています。

SB 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

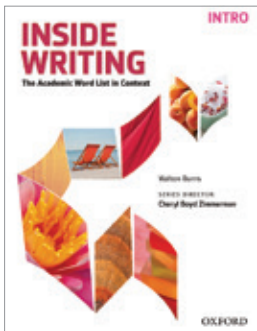


Classroom presentation tool—Video, audio and whole-class vocabulary activities; customizable unit, mid-term and final tests; print-and-go worksheets
ビデオ、音声、語彙練習用アクティビティ、中間・期末用テスト、コピー可能なワークシート



Intro

- Level 1
- Level 2
- Level 3
- Level 4



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.

- Anatomy is the study of the different parts of the body. Who has to study anatomy?
- Do you think anatomy is easy to learn? Why or why not?
- 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. Rewrite false sentences to make them correct.

- Henry Gray was a surgeon who wrote a textbook.
- Henry Handker Carter was very good at drawing.
- The two men worked together to create the book.
- Carter wrote part of the text of the book.
- 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

- Stand up straight, with your shoulders back. Relax.
- As you speak, look at the audience. Don't look at only one person. Look at people around the room.
- Speak a little more slowly than usual. Pause often.
- Use your voice to keep people's attention. For example, speak more loudly and clearly when you mention important points.
- Don't write every word. Just write the main points, notes, underline or highlight key words.

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.

GO ONLINE
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 = this	tu = test
tu + = statue	test

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.

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

tu = hat	tu + = hat
tu + = hat	tu = hat

APPLY

GO ONLINE
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	

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

1. tu = <u>hat</u> = hat	5. tu = <u>hat</u> = hat
2. tu = <u>hat</u> = hat	6. tu = <u>hat</u> = hat
3. tu = <u>hat</u> = hat	7. tu = <u>hat</u> = hat
4. tu = <u>hat</u> = hat	8. tu = <u>hat</u> = hat

Inside Listening and Speaking Student Book Intro

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。

Inside Writing

PREPARE TO WRITE

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

1. Why do people need water?
2. Where does the water supply in your home city come from?
3. 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 Harremo. 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.
- 70 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.¹

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.

¹Water shortage: a situation where there is not enough water.

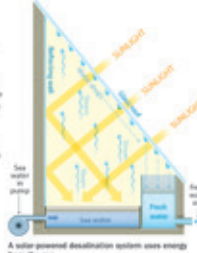
BUILDING DESALINATION PLANTS
The first step in building a desalination plant is to find a good location. Engineers evaluate possible sites to find the best one. Then they **analyze** the country’s water needs. They consider alternative **varieties** of desalination systems. They compare the amount of 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.² The roof of each chamber is made of glass. The **foundation** is a shallow tub.³ First, a pump 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, so 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 recycling, see the March edition of *The State Journal*.)

¹sealed chamber: a tightly enclosed space
²shallow tub: a container for liquids that is not deep
³pump: a machine that moves liquid
⁴evaporation: the process of a liquid turning into a gas
⁵condensation: the process of a gas turning into a liquid



OUR THIRST FOR WATER 225

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.

1. How often do you eat fish?
2. Do you ever visit the ocean to go fishing or to relax on a beach?
3. 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 fished species have been destroyed.



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 30% 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 **pollution** 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.

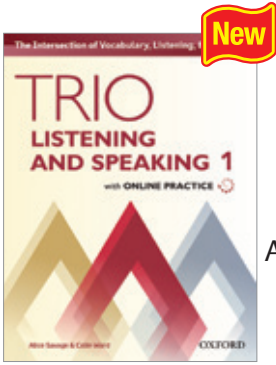


2000 HIGHEST OCEAN HARVESTS
World Total (in billions of tons)

Country	Harvest (billions of tons)
China	4.2
India	3.8
USA	3.2
Japan	3.2
UK	3.0
Russia	2.8
Indonesia	2.8
France	2.8
Spain	2.8
Italy	2.8
Germany	2.8
South Korea	2.8
Canada	2.8
Other	2.8

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 **leaked** 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 **ending** 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



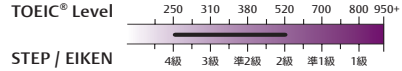
Level 1
Level 2
Level 3

Trio Series: Trio Listening and Speaking Trio Reading, Trio Writing

Alice Savage, Cloin Ward, Laurie Blass, Daniel Hamlin, Kate Adams and Mari Vargo



3 levels | Beginner to Intermediate
入門から中級

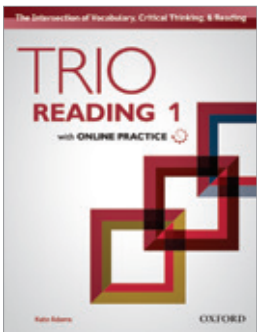


Building better readers, writers and communicators...from the beginning

初級学習者にも使いやすいスキル別教材

- Vocabulary based on the Oxford 2,000, the most important and useful words for low-level students to learn.
- Provides support from the start with a readiness Unit in each level provides fundamental English for beginning students.
- Prepares low-level students for academic reading, writing and communicating with explicit skills instruction, contextualized vocabulary and grammar notes.

- 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
- 必須基本スキル習得のための演習や文脈に則した語彙学習、文法解説を通し、教科学習に必要な英文読解力、英作文能力、コミュニケーション力を入門レベルから養います。



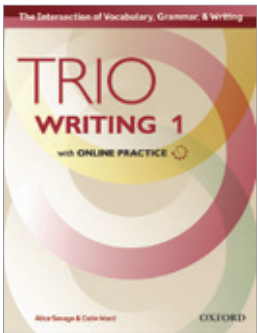
Level 1
Level 2
Level 3

- SB** 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



Classroom presentation tool—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



Level 1
Level 2
Level 3

Other Components

- Teacher Access Code Card
- Listening and Speaking strand: Teachers Online Practice Pack with Classroom presentation tool
- オンライン版指導教材へのアクセスコード付きカード
- 電子黒板用ソフトウェアを含む教師用オンラインプラクティスパック (Listening and Speaking)



Creates confident speakers by supporting pronunciation skills and clearly staged speaking tasks
発音・抑揚の練習や段階的なスピーキング演習で、会話力に自信がつけます。

Trio Listening and Speaking Student Book 1

▲▲ LISTENING

CONVERSATION

● A. Listen to the conversation. Circle where Hilary wants to live.
outside the city close to town downtown

● B. Listen to the conversation again. Circle the correct answer.

1. Hilary needs two three bedrooms.
2. She prefers newer older apartments.
3. She wants a place with lighter darker rooms.

Listening Strategy

● Speakers use hesitation words like *well*, *so*, and *umm* to say that they need time to think. After hesitation words, speakers usually take a pause. Listen to the examples.

A: *So...* are you my new neighbor?
B: *Umm...* I think so. I'm in Apartment 11.
A: *Well...* then we are neighbors! I'm in Apartment 12.

● C. Listen to the parts of the conversation again. Check (✓) the hesitation expression you hear.

1. well... so... 2. so... umm...
3. so... well... 4. well... umm...

● D. Practice the conversations with a partner. Then switch roles.

1. A: *So...* are you in college?
B: *Well...* no. But I will be next year.
3. A: This apartment is really small!
B: *Well...* at least it's downtown, right?
area so popular?
the best restaurants.

2. A: Is Jackson Street close to here?
B: *Umm...* I'm not sure.
4. A: *So...* do you want to go eat?
B: *Well...* I'm not really hungry now.
6. A: When do you want to meet?
B: *Umm...* How about 7?

Develops practical listening skills with preparing learners for everyday situations and academic life.
日常生活や大学の講義に則した演習を通し、実用的なリスニングスキルを伸ばします。

▲▲▲ SPEAKING

Speaking Task
Surveying others about their living preferences

Step 1 PREPARE

Pronunciation Skill

Intonation of choice questions

● Speakers use *Do you like...?* and *Do you prefer...?* to ask about what people like.

Do you like history? *Do you prefer bigger cities?*

● Speakers use *or* to give people a choice. When you ask choice questions, use rising and falling intonation. Listen to the examples.

A: *Do you like history or art?* A: *Do you prefer bigger or smaller cities?*
B: *I like history.* B: *I prefer smaller cities.*

● A. Listen and repeat.

A	B
1. Do you like soccer?	Do you like soccer or football?
2. Do you like books?	Do you like books or movies?
3. Do you like computers?	Do you like computers or art?
4. Do you prefer coffee?	Do you prefer coffee or tea?
5. Do you prefer old furniture?	Do you prefer old or new furniture?
6. Do you prefer driving to places?	Do you prefer driving or walking to places?

● B. Work with a partner. Partner A asks a question from Activity A. Partner B answers the question. Then partners switch roles.

● C. Listen to the questions. Check (✓) the best answer.

Yes/no answers	Choice answers
1. <input checked="" type="checkbox"/> Yes, I do.	<input type="checkbox"/> I prefer apartments.
2. <input type="checkbox"/> No, I don't.	<input type="checkbox"/> I prefer brighter bedrooms.
3. <input type="checkbox"/> Yes, I do.	<input type="checkbox"/> I like spending money.
4. <input type="checkbox"/> Yes, I do.	<input type="checkbox"/> I prefer quiet streets.
5. <input type="checkbox"/> No, I don't.	<input type="checkbox"/> I like bigger apartments.

66 Unit 2 | Chapter 4

Trio Reading Student Book 1

DURING READING Vocabulary strategy: suffix -or
Reading strategy: identify pronoun references

Reading 1

A. Read the text on your own.

What Jobs Are We Going to Need?

People have to **work**. They need jobs. What **fields** have jobs? What's important, what jobs will we need in the future? The medical field is going to need workers. In 2010, there were 534 million people over the age of 65 in the world. In 2050, the number of older people will be three times bigger. We need nurses and other **medical** workers to care for them. We also need family doctors. Family doctors have to work many hours. Because of this, not very many medical students study to be family doctors. They become other kinds of doctors, like heart doctors. In addition, there are jobs for medical researchers. They do **research** and develop new medicines and technology to help people. Business wants to sell this medicine and technology to people who need it.

Another popular field is the computer field. It is a field with different kinds of jobs. Some people, like IT **managers**, help people in schools, hospitals, and companies when they have computer problems. Other people **design** and create new technology. For example, 20 percent of people in the world have a smartphone. This is a phone that can do the same things computers do. More and more people are using technology, so businesses are always designing newer computers and phones. What common characteristic do these jobs share? People need the help of these workers. This is why these fields are growing. If there is a need, there is a job.

Stop and Think
What skills and training do medical researchers need?

Word Partners
new skills
good skills
poor skills
old skills
basic skills
special skills
GO ONLINE for practice word partners

112 Unit 3 | Chapter 8

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。

AFTER READING

Summarizing and Retelling

A. Complete the paragraphs with the words from the box. Some of the words have to be changed to fit the sentences. For example, employer has to be changed to employees. Then read the paragraphs to a partner to retell the ideas.

Adjectives	Nouns	Verbs
medical	employer	design
	field	need
	jobs	work
	manager	
	research	
	skill	

1. Both writers discuss the 21st century. In the first text, the writer talks about _____ we are going to need. The _____ field is growing. Some people in this field do _____ to help others. There are also jobs in the computer _____. These people _____ call phones and small computers. People _____ the help of these workers.

2. The second text talks about _____ and _____ look for people with good communication skills. They want people who _____ well with others. The text talks about job interviews and questions managers ask. What skills do you have? What are your interests? Managers want to know what you know about your field.

Word Partners
new skills
good skills
poor skills
old skills
basic skills
special skills
GO ONLINE for practice word partners

B. Think about the two texts. Answer the questions.

1. Do the writers answer the question in the title? _____

2. Write a new title for each text. _____

3. Which text was more interesting? _____ Why? _____

118 Unit 3 | Chapter 8

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。

Skills / スキル

Trio Writing Student Book 1

CHAPTER 6 Who Is a Good Traveler?

- Use always, often, never with verbs
- Use count and noncount nouns
- Use compound sentences with and
- Use and to combine supporting sentences
- Write a paragraph about a good traveler

VOCABULARY Oxford 2000 words to describe a good traveler

A. Write the correct number from the pictures next to each item in the box.

_____ brings a camera, gets lost in nature
_____ a careful shopper, complains about prices
_____ organized travelers, make travel plans
_____ tries new food, spends money
_____ forgets some things
_____ uses a map, wears comfortable clothes, finds historic neighborhoods

82 Unit 2 | Chapter 6

Writing strategies teach the most useful skills students need for writing success ライティングの方略を使いライティングが苦手な生徒でもスムーズに文章を書くことができます。

B. Write each phrase below the correct picture.

forgets money a historic building
a new camera out interesting food

Oxford 2000
Use the Oxford 2000 list on page 138 to find more words to describe the pictures on these pages. Share your words with a partner.

GO ONLINE for more practice

C. Complete the sentences about Salou.

1. Salou *brings* *spends* travel books.
2. Salou *plans* *tries* interesting food.
3. Salou *finds* *brings* new restaurants.
4. Salou *makes* *spends* travel plans.
5. Salou *meets* *sees* historic places.
6. Salou *uses* *forgets* a map on his phone.
7. Salou *wears* *complains* about crowded subways.
8. Salou *tries* *spends* money.

Vocabulary 83

Step-by-step writing helps students turn ideas into successful writing 段階別に分けたライティングの指導により、効果的に考えを文章にしていきます。

Select Readings: 2nd Edition

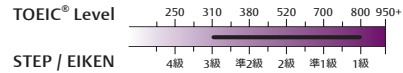


▶▶ Index p. 122

Linda Lee, Erik Gundersen and Jean Bernard



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



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 and writing sections
全14チャプター(各2リーディング)、Building Vocabularyと Discussion and Writingセクション



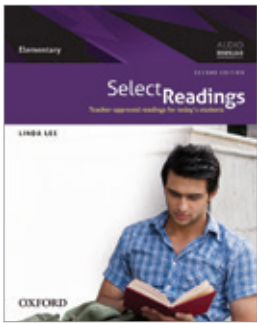
Classroom presentation tool—full Student Book on screen, with embedded audio, answer keys, and additional resources

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

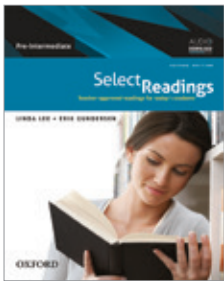
CD Full class audio
教材に対応した全ての音声

Other Components

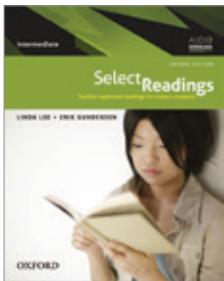
- Select Student Book audio MP3 files available for download
- スチューデントブックの一部の音声はMP3オーディオでダウンロード可能です。



Elementary



Pre-Intermediate



Intermediate



Upper-Intermediate

Reading Passage

AUDIO
DOWNLOAD

Helping Others

by Mariko Asano

¹ *Habitat for Humanity International—or Habitat—is a nonprofit organization that helps people in need² 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.³ 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

¹ in need needing help
² decent housing housing of an acceptable standard, livable housing

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.³ 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 affluent⁴ 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 hearts⁵ 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 to⁶ 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.⁷ On the last day, all of us stood inside a room we had built in just a week, feeling a sense of fulfillment.⁸ Even now we keep in touch across the world. Some of us are actively involved in Habitat in different countries.

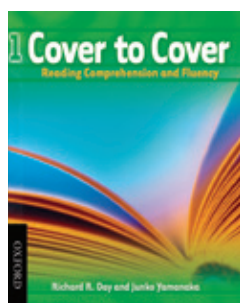
Habitat brings people together and helps us realize that people all ³⁵ over the world care about each other. Habitat sends the very important message that we can all be friends. Being involved with Habitat for Humanity has changed my life. I've learned that I can make a difference⁹ in the world.

Word Count: 443 Reading Time: _____ Words per Minute: _____
(Minutes) (Word Count/Reading Time)

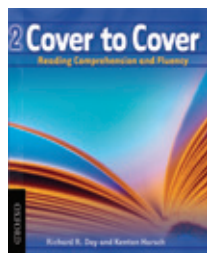
³ the work team I led the group of workers I was responsible for
⁴ affluent wealthy
⁵ offered their food, space, and hearts gave us food, a place to stay, and kindness
⁶ assigned to was sent to work in; was given a job in
⁷ on the site at the place (where they built the house)
⁸ sense of fulfillment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

Use With

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



Level 1



Level 2



Level 3

Cover to Cover

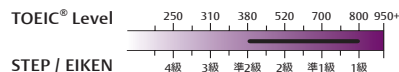
Richard R. Day, Junko Yamanaka, Kenton Harsch and Leslie Ono



3

levels

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



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、読みの流畅性を身に付け、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 and 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とBookwormsからの抜粋を収録



Answer keys; cultural background notes; summaries; extra extensive reading activities with photocopiable worksheets

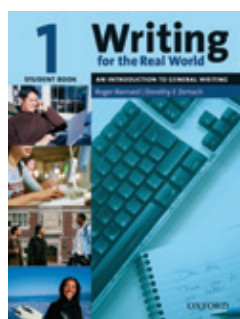
解答集、文化的背景説明、解説、多読のアクティビティ(コピー可能なワークシート付)



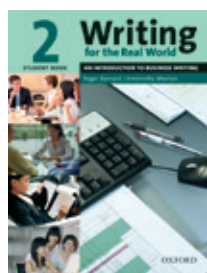
Full class audio
教材に対応した全ての音声

Use With

Bookworms Library (p. 72)



Level 1 (General Writing)



Level 2 (Business Writing)

Writing for the Real World



▶▶ Index p. 126

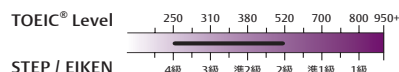
Roger Barnard, Dorothy E. Zemach, and Antoinette Meehan



2

levels

Beginner to Pre-Intermediate
入門から準中級



A practical writing series providing key reference material and core writing skills

日常生活からビジネスまですぐに役立つ実用的なライティング教材

- Provides simple step-by-step practice in writing emails, letters, faxes, forms and CVs. In each unit, students are given information and activities that enable them to practice and improve their writing.
- The course contains a number of useful functions such as requesting information, giving instructions, complaining and applying for a job.
- Eメール、手紙、FAX、履歴書など様々なタイプの文書の書き方を学習します。各ユニットでは、必要なスキルを習得し豊富なアクティビティで練習ができるため、スムーズにライティングに取り組むことができます。
- 質問する、指示する、苦情を言う、求人に応募するなど、学習者自身からのニーズも高い実用的なスキルを習得できます。



15 units; Three Review units; Pairwork dictation
15ユニット、復習ユニット x 3、ペアワーク用ディクテーション



Photocopiable activities; Lesson notes; Optional ideas for mixed ability classes
コピー可能なアクティビティ指導ガイド混成クラス向けアイデア

Use With

Bookworms Library (p. 72)

Lecture Ready: 2nd Edition

▶▶ Index p. 99

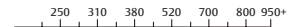
Peg Sarosy, Kathy Sherak, Laurie Frazier and Shalle Leeming



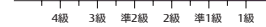
3 levels

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。



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



Classroom presentation tool—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



Other Components

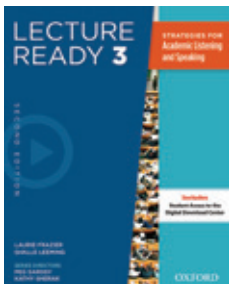
- Teacher Resource Access Code Card
- オンライン指導教材へのアクセスコード付きカード



Level 1



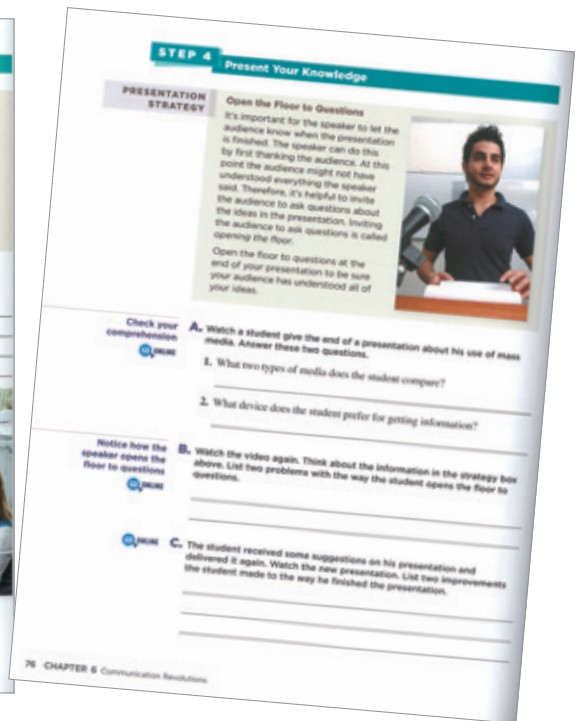
Level 2



Level 3



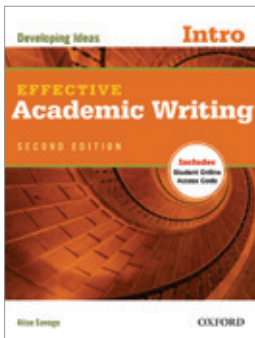
Lecture Ready Student Book 1



Student presentation skills video

Use With

Oxford Advanced Learner's Dictionary (p. 63)



Intro: Developing Ideas

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

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

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。



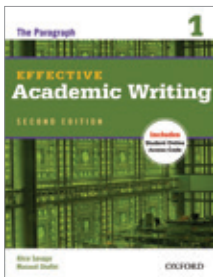
6 units (8 for intro); extensive notes on writing process; Online Practice

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

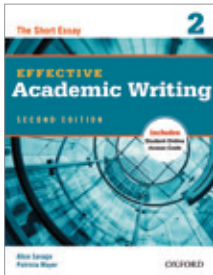


Other Components

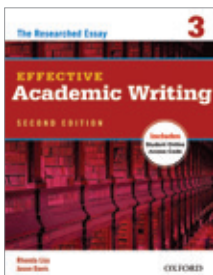
- Teacher Resource Access Code Card
- オンライン指導教材へのアクセスコード付きカード



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 picture?
- What types of classes would suit each environment (for example, English, psychology, nursing, literature)?

B. In which of these places would you rather be? Why? Make notes. Then share 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)

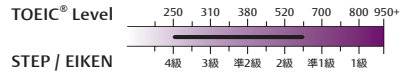
Tactics for Listening: 3rd Edition

▶▶ Index p. 124

Jack C. Richards with Grant Trew

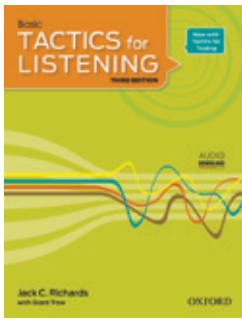


3 levels | Beginner to Pre-Intermediate
入門から準中級



Used extensively in classrooms and language laboratories all over Japan

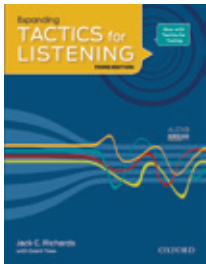
日本国内の教室やランゲージラボ (LL教室) で広く使われています



Basic



Developing



Expanding

- 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

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

CD Full class audio
教材に対応した全ての音声




Other Components

- Select Student Book audio MP3 files available for download
- スチューデントブックの一部の音声はMP3オーディオでダウンロード可能です。

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

027 Listening 1


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

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

Listening 2

024 Task 1

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



025 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.
b. It's a good place to meet people.	b. She can do it almost anywhere.
2. a. He does it indoors.	5. a. It took a short time to learn.
b. He listens to the ocean as he does it.	b. He doesn't usually ride it on busy streets.
3. a. It's fun.	6. a. It's cheap to do.
b. It's not easy to find a place to play.	b. It's not as easy as it looks.

Tactics for Listening Developing Student Book

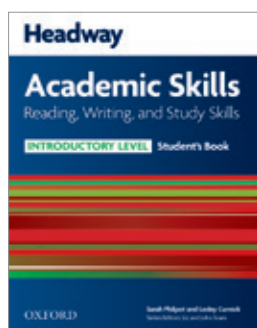
センター試験リスニングテスト対策に!

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」に記載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

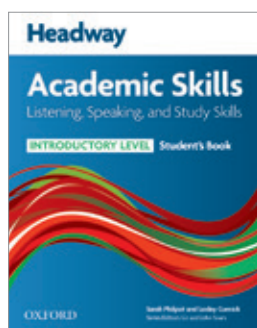
Tactics for Listening, Basic level, is strongly recommended for preparing students to successfully take the National Center for the University Entrance Examinations English Listening Test.

Sakae Onoda, Juntendo University



Introductory

Level 1
Level 2
Level 3



Introductory

Level 1
Level 2
Level 3

Headway Academic Skills

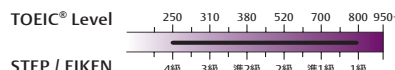
Emma Pathare, Gary Pathare, Sarah Philpot, Lesley Curnick and Richard Harrison



4

levels

Elementary to Upper-Intermediate
入門から準上級



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。

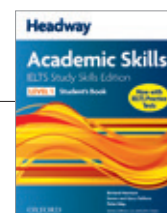
SB 10 units; vocabulary development sections in every unit
全10ユニット、各ユニットに“Vocabulary development”セクション付き

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



● IELTS Study Skills Edition see index p. 97



Skills / スキル

Oxford EAP

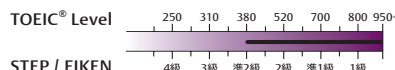
Edward de Chazal and Sam McCarter



5

levels

Pre-Intermediate to Advanced
準中級から上級



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。

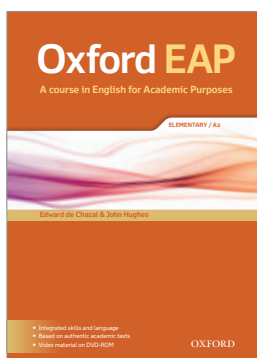
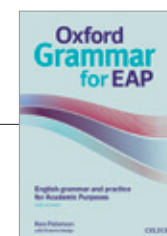
SB 10-12 units; glossary of grammatical and academic terms; Sample answers; DVD-ROM: lecture extracts, class audio

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