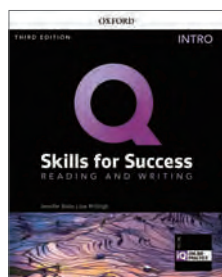


Visit www.oupjapan.co.jp for detailed information

| | | | | | | | | | |
|-------|---------|--------|----|--|--|--|--|--|--|
| 1 | 945+ | 95-120 | C2 | | | | | | |
| | | | C1 | | | | | | |
| Pre-1 | 785-940 | 72-94 | B2 | | | | | | |
| | | | | | | | | | |
| 2 | 550-780 | 42-71 | B1 | | | | | | |
| | | | | | | | | | |
| Pre-2 | 225-545 | | A2 | | | | | | |
| | | | | | | | | | |
| 3-4-5 | 120-220 | | A1 | | | | | | |
| | | | | | | | | | |

| Title | Tactics for Listening: 3rd Edition | Effective Academic Writing: 2nd Edition | Q: Skills for Success Reading & Writing 3rd Edition | Q: Skills for Success Listening & Speaking 3rd Edition | Inside Reading 2nd Edition | Lecture Ready: 2nd Edition | Oxford EAP |
|------------------|--|---|--|---|---|---|--|
| Skills | | | | | | | |
| Key words | <ul style="list-style-type: none"> Comprehensive High-interest Student-friendly Test preparation | <ul style="list-style-type: none"> Range of academic writing modes Rhetorical focus Paragraph to essay Research | <ul style="list-style-type: none"> Discussion Critical thinking Learning outcomes Writing support Oxford 3000™ (Intro-Level3) Oxford 5000™ (Level 4-5) | <ul style="list-style-type: none"> Discussion Critical thinking Learning outcomes Note-taking skills Oxford 3000™ (Intro-Level3) Oxford 5000™ (Level 4-5) | <ul style="list-style-type: none"> Academic Word List High-interest topics Academic skills | <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 |
| Components | | | | | | | |
| Number of units | 24 | 6 | 8 | 8 | 10 | 5 | 10-12 |
| Hours per level | 24-48 | 30-60 | 100 | 100 | 50-100 | 30-50 | 30-50 |
| Online resources | | | | | | | |
| More info | Main p. 35 Index p. 91 | Main p. 37 Index p. 66 | Main p. 32 Index p. 88 | Main p. 32 Index p. 88 | Main p. 34 Index p. 70 | Main p. 36 Index p. 71 | Main p. 38 Index p. 79 |

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。



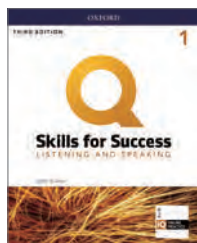
Intro



Intro



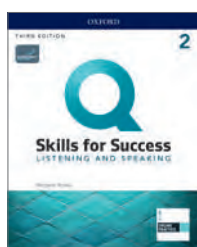
Level 1



Level 1



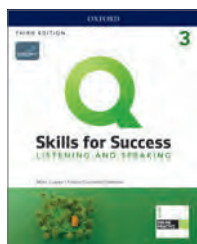
Level 2



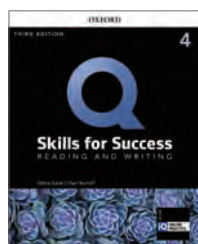
Level 2



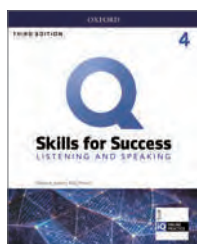
Level 3



Level 3



Level 4



Level 4



Level 5



Level 5

Interactive
Brochure

Q: Skills for Success

3rd Edition



▶▶ Index p. 88

Jennifer Bixby, Joe McVeigh, Jaimie Scanlon, Miles Craven,
Kristin Donnalley Sherman. et al.



6

levels | Beginner to Advanced
入門から上級

| EIKEN | 5-3級 | 準2級 | 2級 | 準1級 | 1級 |
|----------|-------|-------|-------|-------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 C2 |
| 6 Levels | 1 | 1 | 2 | 3 | 4 5 |

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

- **Critical Thinking Strategies** and activities in every unit help students analyze, develop and justify their ideas.
- **Texts and videos** on relevant topics such as technology, science and international relations chosen by teachers to inspire students to engage with their learning.

- **Critical Thinking Strategy**と各ユニットの著者の声による動画を使ったアクティビティは、学習者が自分の考えを分析し発展させ、正当性を持たせるのに役立ちます。
- 教師たちによって選ばれたテクノロジー、科学、国際関係などの関連トピックの記述と動画で、学習者は興味を持って学習に取り組むことができます。



8 units; BBC or CBS video in every unit; Learning goals and self-evaluation; Access to iQ Online Practice with audio and videos; Critical Thinking Strategies; 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、Critical Thinking Strategy、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



Teacher's Guide and Teacher's Resource Access Code Card with access to iQ Online Practice, Teacher's Resources; Classroom Presentation Tool (see p.1)

教師用ガイド、教師用リソース付きiQオンラインプラクティス、スチューデントブックをスクリーンに表示できる Classroom Presentation Tool (p.1 参照)



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



Digital components now available on Oxford English Hub

Impactful images and unit questions that relate to students' lives

インパクトのある写真とユニットquestionで学習者が身近に感じる題材を導入します。

Unit question provides a critical thinking framework for the unit

各ユニットのquestionはそのユニットにおける批判的思考の枠組みとなります。

UNIT QUESTION

How has technology affected our lives?

A. Discuss these questions with your classmates.

1. How do you use technology in your daily life?
2. Look at the photo. What kind of technology is the child using? What is she doing?

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

1. Sophia uses new technology to help her jump to music with her friends. What example does she give? Do you agree that technology helps you keep in touch? Why or why not?
2. Sophia, Yank, Felix, and Marcus find it hard to imagine life without technology. Do you feel the same way? Can you give an example?

iQ 740712 Go to the online discussion board to discuss the Unit Question with your classmates. **Practise** Unit 3 : Activity 1.

Information Technology

CRITICAL THINKING
Identifying advantages and disadvantages
taking notes
synonyms

VOCABULARY
writing a summary and a personal response
parallel structure

GRAMMAR
writing a summary and a personal response
parallel structure

UNIT OBJECTIVE
Read the articles and gather information and ideas to write a summary and a personal response paragraph about how technology has affected our lives.

Q.3e: Skills for Success Reading and Writing Student Book 3

Integrated Online
Practice activities
optimized for mobile
use
発展問題やアクティビティ
が行えるOnline Practice
はモバイルデバイスにも対
応しています。



Each unit includes a Critical Thinking Strategy
with activities giving students guidance in
critical analysis of texts and videos
各ユニットにはCritical Thinking Strategyのセクショ
ンがあり、批判的思考力を使って文章やビデオの内容
を分析するアクティビティを行います。

READING

READING 1 Cars That Think

OBJECTIVE You are going to read an article from an automotive magazine about driverless cars. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. PREVIEW Read the title and the first sentence of each paragraph. What is the article's main purpose? Check (✓) your answer.

- ☐ to show why driverless cars will be too expensive to buy
- ☐ to suggest that people should try driverless cars
- ☐ to discuss advantages and disadvantages of driverless cars

B. JUDGE WHAT Would you feel comfortable in a driverless car? Why or why not? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

C. VOCABULARY Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

ACADEMIC LANGUAGE The corpus shows that *benefits of* is often used in academic writing. The benefits of smartphones include... is one of the benefits of advances in...

data (n.) *data* **obey (v.)** *obey* **respond (v.)** *respond*
simulation (n.) *simulation* **obstacle (n.)** *obstacle* **sense (n.)** *sense*
manufacturer (n.) *manufacturer* **occur (v.)** *occur* **the benefits of (n. phr.)** *benefits*

IQ PRACTICE Go online to listen and practice your pronunciation. Practice Unit 3 Activity 2

WORK WITH THE READING

A. INVESTIGATE Read the article and gather information about how technology has affected our lives.

CARS THAT THINK

1. Thanks to modern technology, humans have less to do. Machines make our coffee in the morning and clean our clothes. Robots do the vacuuming, mop the floors, and mow our yards hands-free. But what would it be like if machines drove our cars for us? What if cars could drive us to work while we read the newspaper or worked on the computer? This may sound like science fiction. In fact, driverless cars are already on the roads and could soon end up at a dealer near you.

2. Cars today already think for us. GPS navigation systems can give people directions without looking at a map. Sensors¹ built into cars sound an alarm if drivers get too close to a person or another vehicle. Cameras can see for us at night and steer cars around obstacles to avoid accidents. By using GPS, sensors, and cameras together, cars can now park themselves and control drivers when they're about to make a dangerous turn. Now car companies are building driverless cars that will do all of this, and much more.

3. Driverless cars use a lot of the same technological features to make hands-free driving possible. A prototype² driverless car has sensors and cameras to give the car a 360-degree "eye" to sense its full environment. The sensors can "see" turns, red lights, stop signs, and other cars. Its computer uses GPS and other data to drive the car safely to its destination. All you need to do is tell it where to go and how you want to drive. Select "cautious" and it will obey the speed limit. Or choose "aggressive" and drive faster.

4. According to car manufacturers, the benefits of hands-free are significant. For one, driverless cars can improve safety. In the United States, over 90 percent of car accidents are the result of human error. Drivers can make bad judgments, get sleepy, and run red lights, but robots don't. In a hands-free car, people can respond to email without worrying.

¹ sensors: features, colors, mowers, etc., about events that take place in the future
² prototype: a model or design of something from which other forms are developed
³ automated: operated by machines, without needing people

READING 1 57

Q 3e: Skills for Success Reading and Writing Student Book 3

CRITICAL THINKING STRATEGY

Identifying advantages and disadvantages

It is important to identify the advantages and disadvantages of a topic as you read. Using a chart can help you organize ideas into advantages and disadvantages. This will help you to compare and evaluate them better when writing and help you make a more informed opinion about the topic.

IQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. Practice Unit 3 Activity 4

G. CATEGORIZE Complete the graphic organizer using your own words. Identify the advantages and disadvantages of driverless cars. Write the paragraph number where the answer is found.

Q 3e: Skills for Success Reading and Writing Student Book 3

WORK WITH THE VIDEO

A. PREVIEW Do computer programs and apps affect your daily life? How? Share your opinion with a partner.

VIDEO VOCABULARY aspect (n.) one of the qualities, or parts of a situation, idea, problem, etc.
 determine (v.) to make something happen in a particular way
 confirm (v.) to say or show that something is true, to make something definite
 recover (v.) to return to a normal state after an unpleasant or unusual experience or a period of difficulty
 take over (v. phr.) begins to have control of or responsibility for something, especially in the place of somebody else

IQ RESOURCE Go online to watch the video about algorithms. Resources: Video Unit 3 Unit Video

B. IDENTIFY Watch the video two or three times. Then answer the questions.

1. What is an algorithm?
2. Why do credit card companies use algorithms?
3. How are algorithms used by hospitals?
4. How did a computer algorithm affect American markets in 2010?
5. What problem may algorithms cause in the future?

C. EXTEND Do you see ads targeted at you on the social media sites you use? Do you think algorithms such as these can have negative consequences? Write a paragraph of 5–8 sentences in response.

READING 2 69

Q 3e: Skills for Success Reading and Writing Student Book 3

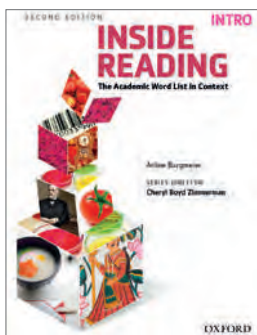
BBC or CBS videos in every unit
accompanied by activities
各ユニットでBBCやCBSの動画を見て
アクティビティを行います。



Also available: Q Skills Digital Flow



A 100% digital course, with materials designed for screens, creating a simple, intuitive, and engaging learning environment for teachers and students alike.
 完全デジタルのコース教材。スクリーン投影に特化した教材設計で、シンプルで直感的な操作が可能。教師にも学習者にも魅力的な学習環境を実現します。



Intro
Level 1
Level 2
Level 3
Level 4

Inside Reading : 2nd Edition

▶▶ Index p. 70

Series Director: Cheryl Boyd Zimmerman



5 levels | Elementary to Advanced
初級から上級

| EIKEN | 5-3 級 | 準 2 級 | 2 級 | 準 1 級 | 1 級 |
|----------|-------|-------|-------|-------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 C2 |
| 5 Levels | 1 | 1 | 2 | 3 | 4 |

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.

- 心理学、工学、アート、コンピューター科学、生物学など、学習者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の語彙を系統立てて習得することができます。



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



Sample pages

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。

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.

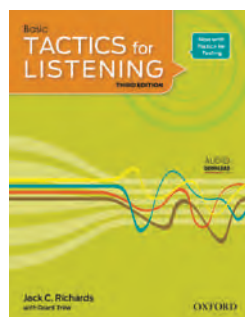
OVERFISHING
Overfishing is one major threat. Fish are being taken out of the oceans faster than the remaining fish can reproduce. A big fish—tuna, cod, shark, or swordfish—yields many pounds of delicious seafood when it reaches maturity. However, to meet the increasing demand for these fish, commercial 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.

2008 HIGHEST OCEAN HARVESTS
World Total 84.8 (Millions of tons)

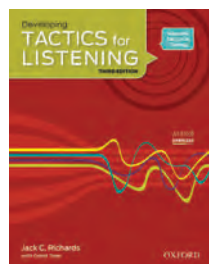
| Country | Harvest (Millions of tons) |
|-------------|----------------------------|
| China | 4.2 |
| Peru | 7.8 |
| Spain | 17.1 |
| Philippines | 2.3 |
| India | 3.3 |
| Russia | 3.3 |
| Indonesia | 4.8 |
| Thailand | 2.8 |
| Japan | 4.2 |
| US | 4.8 |
| Norway | 3.8 |

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 **fed** to chicks, 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 **ruining** 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

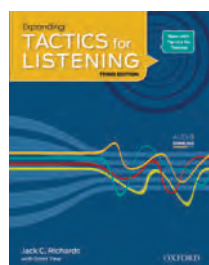
Inside Reading: 2nd Edition Student Book 1



Basic



Developing



Expanding

Tactics for Listening: 3rd Edition



▶▶ Index p. 91

Jack C. Richards with Grant Trew



3

levels

Beginner to Pre-Intermediate
入門から準中級

| EIKEN | 5-3級 | 準2級 | 2級 | 準1級 | 1級 |
|----------|-------|-------|-------|-------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 C2 |
| 3 Levels | B | D | E | | |

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、教師と学習者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、国内外の検定試験対策として役立ちます。

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、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Full class audio
教材に対応した全ての音声

Other Components

- Selected 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 |

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 b. put on weight | 3. a. do more walking b. take up jogging | 5. a. eat less meat b. lose some weight |
| 2. a. learn to swim b. give up smoking | 4. a. join a gym b. put on weight | 6. a. take up jogging 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. b. It's a good place to meet people. | 4. a. It's easy to do it. b. She can do it almost anywhere. |
| 2. a. He does it indoors. b. He listens to the ocean as he does it. | 5. a. It took a short time to learn. b. He doesn't usually ride it on busy streets. |
| 3. a. It's fun. b. It's not easy to find a place to play. | 6. a. It's cheap to do. b. It's not as easy as it looks. |

Tactics for Listening: 3rd Edition Developing Student Book

Lecture Ready: 2nd Edition

▶▶ Index p. 71

Peg Sarosy, Kathy Sherak, Laurie Frazier and Shalle Leeming



3

levels

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

| EIKEN | 5-3 級 | 準 2 級 | 2 級 | 準 1 級 | 1 級 |
|----------|-------|-------|-------|-------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 |
| 3 Levels | | | 1 | 2 | 3 |

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。

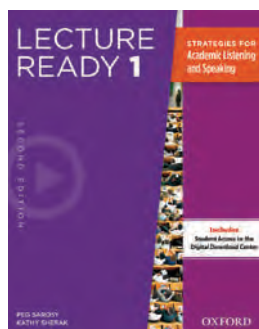
SB

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

Other Components

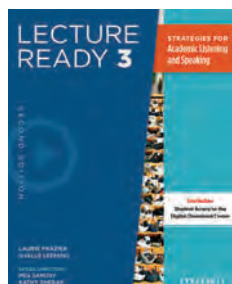
- Teacher Resource Access Code Card
- オンライン指導教材へのアクセスコード付きカード



Level 1



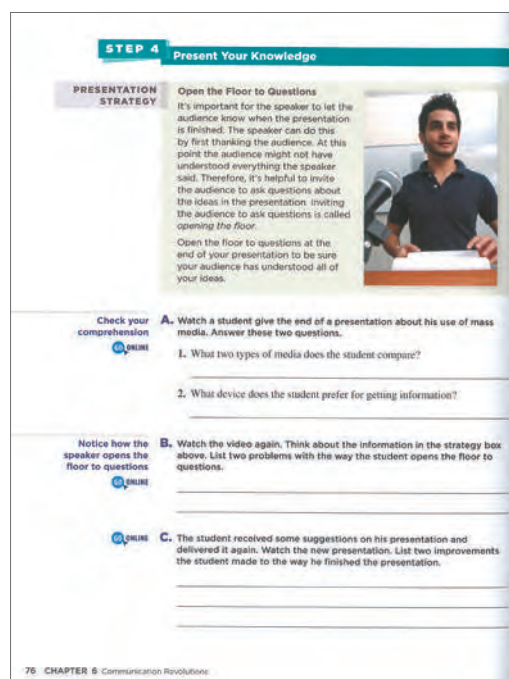
Level 2



Level 3



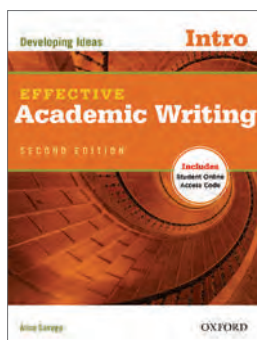
Lecture Ready: 2nd Edition Student Book 1



Student presentation skills video

Use With

Oxford Advanced Learner's Dictionary (p. 45)



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

| EIKEN | 5-3級 | 準2級 | 2級 | 準1級 | 1級 |
|----------|-------|-------|-------|-------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 |
| 4 Levels | 1 | 2 | 3 | | |

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。



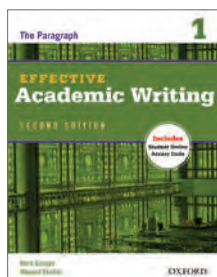
6 units (8 for intro); extensive notes on writing process; Online Practice

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

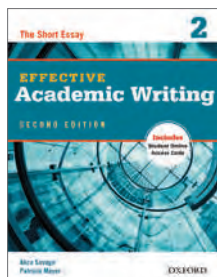


Other Components

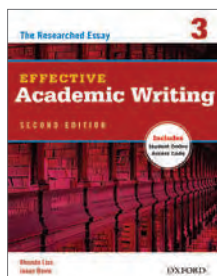
- Teacher Resource Access Code Card
- オンライン指導教材へのアクセスコード付きカード



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, engineering, psychology, nursing, literature)?

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

80 Unit 4 | Comparison-Contrast Essays

Effective Academic Writing: 2nd Edition
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 freeway? _____

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. 45)

Oxford EAP

Edward de Chazal and Sam McCarter



5 levels Pre-Intermediate to Advanced
準中級から上級

| EIKEN | 5-3級 | 準2級 | 2級 | 準1級 | 1級 |
|----------|-------|-------|-------|--------|-------|
| TOEIC® | 120 - | 225 - | 550 - | 785 - | 945 - |
| CEFR | A1 | A2 | B1 | B2 | C1 |
| 5 Levels | | A2 | B1 | B1+ B2 | C1 |

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

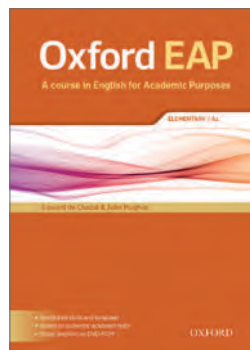
- Authentic academic content from Oxford textbooks and journals.
- Video-based lecture extracts help prepare students for overseas university experience.
- Covers all four skills in an academic context, plus study skills such as critical thinking and avoiding plagiarism.

- 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過程で起こりうる盗用の避け方などのスキルも身につきます。

SB 10-12 units; glossary of grammatical and academic terms; Sample answers
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

TB Methodology and notes; additional activities; full answers; DVD-ROM: over 150 minutes of video including authentic lecture extracts, student presentations

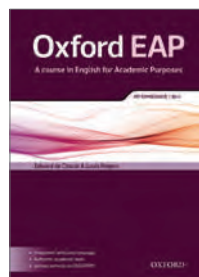
広範囲にわたる方法論や解説、アクティビティのアイデア、解答、DVD-ROM: 約150分間、講義や学習者のプレゼンテーション動画、字幕



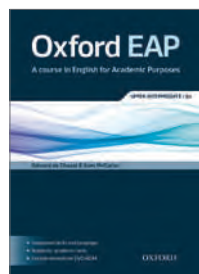
Level A2



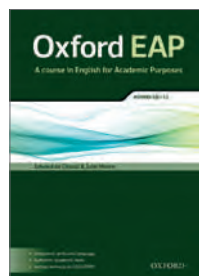
Level B1



Level B1+



Level B2



Level C1

3A Reading Textbooks (2)

Academic textbooks present information and, to some extent, arguments and opinions. Paragraphs in textbooks typically have one *main idea* (usually expressed in a *topic sentence*), plus some *supporting evidence*, often involving reasons and examples. To gain an overview of the text, it is important to work out what are the main ideas and the supporting evidence. You also need to understand the author's *stance* (or point of view), and how using specific language can change the author's meaning.

This module covers:

- Identifying main ideas and supporting evidence in a text
- Building word families
- Using adverbs to express stance

TASK 1 Gaining an overview of a text

- You are going to read a short text entitled *The print revolution*. Decide which of the items below you would expect to be included. Add any others, and give reasons. where and when printing developed how printing developed the future of printing the most popular printed books printing technology the main languages in print
- Read Text 1 and check your predictions in 1.

The print revolution

- The earliest known book was printed in China in the year 868 and metal type was in use in Korea at the beginning of the fifteenth century, but it was in Germany around the year 1450 that a printing press using moveable metal type was invented.
- Capitalism turned printing from an invention into an industry. Right from the start, book printing and publishing were organized on capitalist lines. The biggest sixteenth-century printer, Plantin of Antwerp, had twenty-four printing presses and employed more than a hundred workers. Only a small fraction of the population was literate, but the production of books grew at an extraordinary speed. By 1500, some 20 million volumes had already been printed (Febvre and Martin 1976).
- The immediate effect of printing was to increase the circulation of works that were already popular in a handwritten form, while less popular works went out of circulation. Publishers were interested only in books that would sell fairly quickly in sufficient numbers to cover the costs of production and make a profit. Thus, while printing enormously increased access to books by making cheap, high-volume production possible, it also reduced choice.
- The great cultural impact of printing was that it facilitated the growth of national languages. Most early books were printed in Latin, the language of educated people, but the market for Latin was limited, and in its pursuit of larger markets the book trade soon produced translations into the national languages emerging at this time. Printing indeed played a key role in standardizing and stabilizing these languages by fixing them in print, and producing dictionaries and grammar books. Latin became obsolete as national literatures were established in the sixteenth century.

Sources: Fulcher, J. & Scott, J. (2011) pp.370-1. Sociology (4th ed.) Oxford: Oxford University Press.

- What is the main purpose of Text 1? To offer:
 - a description of the development of printing
 - a comparison between the contributions of different countries
 - an evaluation of capitalism and printing
 - an argument for the importance of printed books.



GLOSSARY

circulation (n) the movement of something between people or places
facilitate (v) make something possible or easier
literate (adj) able to read and write
obsolete (adj) out of date, useless

Oxford EAP Student Book B2



Student video presentation