

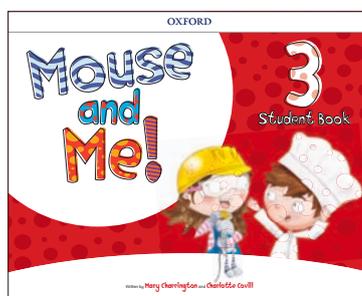
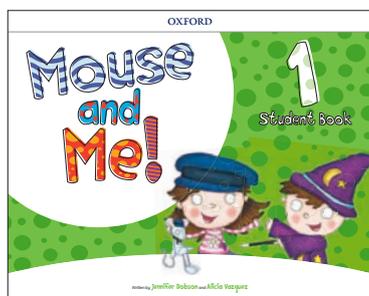
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2017

English  
Language  
Teaching



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# Mouse and Me! **NEW**

PRE-SCHOOL

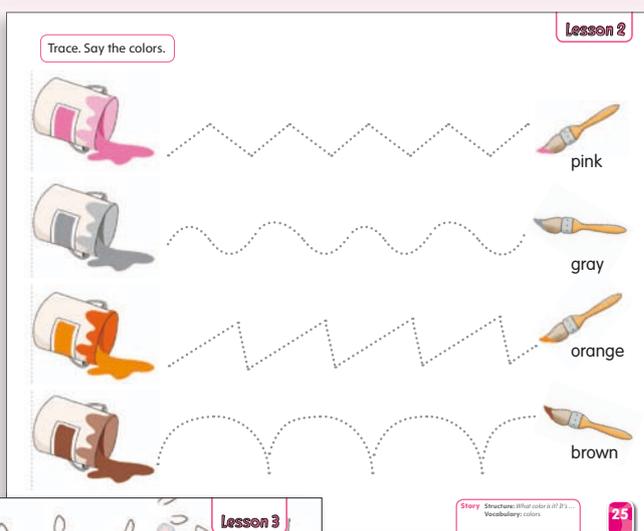
JENNIFER DOBSON, ALICIA VAZQUEZ, MARY CHARRINGTON AND CHARLOTTE COVILL

Share the adventures of Daisy, Robin and their favourite toy, Mouse, as they dress up in different costumes and explore the world through imaginative play! This course takes a whole-child approach, embracing multiple intelligences to give every student the best start to their English learning journey.

## digital at a glance

- iTools
- DVD
- Teacher's website
- Student's website

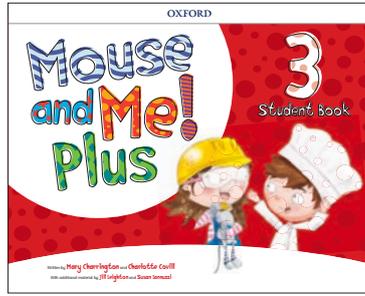
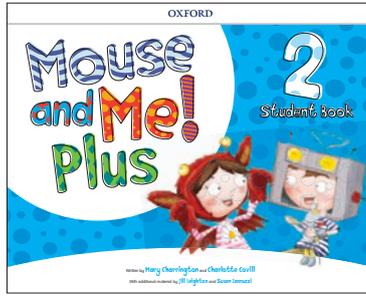
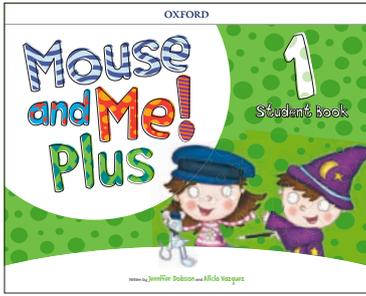
- Encourages learning by doing with live action songs, an adorable puppet, fun craft activities, and 3D pop-outs.
- Packed with video to bring your classroom to life, including live-action songs, cross-curricular real world clips, story and song animations.
- Cross-curricular Smart topics develop multiple intelligences.
- Review and My Book worksheets allow you to see evidence of learning throughout the year.
- Easy-to-teach methodology gives you all the support you need – optional phonics resources developed by phonics experts.



Reduced sample pages from *Mouse and Me!* Student's Book 2

Mouse and Me!	Level 1	Level 2	Level 3
Student's Book	978 0 19 482137 7	978 0 19 482138 4	978 0 19 482139 1
Teacher's Pack	978 0 19 482203 9	978 0 19 482206 0	978 0 19 482209 1
DVD	978 0 19 482153 7	978 0 19 482154 4	978 0 19 482155 1
iTools	978 0 19 482164 3	978 0 19 482165 0	978 0 19 482166 7
Teacher's Resource Pack (all levels)	978 0 19 482170 4		

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**NEW**

# Mouse and Me! Plus

BEGINNER

JENNIFER DOBSON, ALICIA VAZQUEZ, MARY CHARRINGTON AND CHARLOTTE COVILL, WITH ADDITIONAL MATERIAL BY RENATA GALE, JILL LEIGHTON AND SUSAN IANNUZZI

Share the adventures of Daisy, Robin and their favourite toy, Mouse, as they dress up in different costumes and explore the world through imaginative play! This course takes a whole-child approach, embracing multiple intelligences to give every student the best start to their English learning journey.

- Encourages learning by doing with live action songs, an adorable puppet, fun craft activities, and 3D pop-outs.

### digital at a glance

- Classroom Presentation Tool
- DVD
- Teacher's website
- Student's website

- Packed with video to bring your classroom to life, including live-action songs, cross-curricular real world clips, story and song animations.
- Cross-curricular Smart topics develop multiple intelligences.
- Review and My Book worksheets allow you to see evidence of learning throughout the year.
- Easy-to-teach methodology gives you all the support you need – optional phonics resources developed by phonics experts.
- Literacy and numeracy lessons in every unit prepare children for primary school.



Reduced sample pages from *Mouse and Me! Plus Student's Book 2*



Reduced sample poster from *Mouse and Me! Plus Teacher's Resource Pack*.

Mouse and Me! Plus	Level 1	Level 2	Level 3
Student's Book	978 0 19 482140 7	978 0 19 482141 4	978 0 19 482142 1
Activity Book	978 0 19 482143 8	978 0 19 482144 5	978 0 19 482145 2
Teacher's Book (Mexico)	978 0 19 482201 5	978 0 19 482204 6	978 0 19 482207 7
Teacher's Book (Egypt)	978 0 19 482202 2	978 0 19 482205 3	978 0 19 482208 4
DVD	978 0 19 482153 7	978 0 19 482154 4	978 0 19 482155 1
Teacher's Resource Pack (all levels)	978 0 19 482170 4		

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# NEW Starlight

## Succeed and Shine

PRE-A1-B1

SUZANNE TORRES, HELEN CASEY, KIRSTIE GRAINGER, KATHERINE BILSBOROUGH, STEVE BILSBOROUGH AND JOANNA HEIJMER

**Starlight's lively and imaginative stories capture students' attention and introduce new language in a meaningful context.**

- Every lesson is underpinned by the 'engage – practice – communicate' approach.
- A carefully-designed grammar, vocabulary and skills syllabus ensures that students develop the language they need for exams.
- Projects, CLIL lessons and cross-curricular videos motivate students by linking English to their world outside the classroom.
- Flexible teaching package offers an array of support resources.

### digital at a glance

- Classroom Presentation Tool (forthcoming)
- Story animations
- Games
- Downloadable craft activities
- Teacher's website
- Student's website

Lovable characters, Monty and Lola, help guide students through the course, with a new adventure in every unit

The listening activity prompts students to produce the vocabulary actively

Practice of key vocabulary through a song

Unit topic introduced through critical thinking activity

Presentation of key vocabulary

The story also introduces the grammar point, which will be presented in the next lesson

Active production of the key vocabulary

Questions introduce students to key aspects of the story

Teaches and practises the key vocabulary through a story

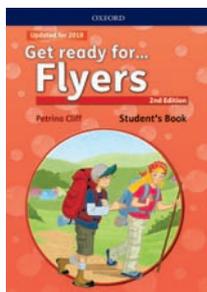
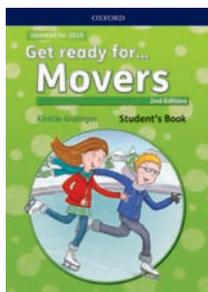
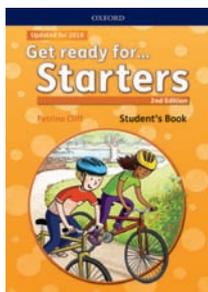
Reduced sample pages from *Starlight Student Book 1*

Starlight	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Student Book	978 0 19 441329 9	978 0 19 441345 9	978 0 19 441361 9	978 0 19 441375 6	978 0 19 441389 3	978 0 19 441403 6
Workbook	978 0 19 441332 9	978 0 19 441348 0	978 0 19 441364 0	978 0 19 441378 7	978 0 19 441392 3	978 0 19 441406 7
Teacher's Toolkit	978 0 19 441333 6	978 0 19 441349 7	978 0 19 441365 7	978 0 19 441379 4	978 0 19 441393 0	978 0 19 441407 4
Posters					978 0 19 441400 5	978 0 19 441415 9
Teacher's Resource Pack	978 0 19 441338 1	978 0 19 441354 1	978 0 19 441370 1	978 0 19 441384 8		
Class Audio CDs	978 0 19 441337 4	978 0 19 441353 4	978 0 19 441369 5	978 0 19 441383 1	978 0 19 441397 8	978 0 19 441411 1
Classroom Presentation Tools						

➤ See also Oxford Read and Discover  
Oxford Read and Imagine



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digital at a glance

- Classroom Presentation Tool (forthcoming)
- Audio via premium download

NEW EDITION

# Get ready for ... Starters Movers Flyers

Second Edition

BEGINNER TO ELEMENTARY (A1–A2)

PETRINA CLIFF AND KIRSTIE GRAINGER

Maximize chances of exam success with Get ready for... *Starters, Movers and Flyers*.

The new edition provides motivating and comprehensive preparation for Cambridge English: Starters, Movers and Flyers. Perfect partners to a coursebook, the books provide supplementary practice for use in class or at home and will enable students to sit the tests confidently. The *Get ready for...* series has been updated for the 2018 *Cambridge English Young Learners* tests.

- Covers all the grammar, skills and vocabulary learners need for the test.
- Familiarizes pupils with task types, supporting them fully.
- Exam style practice questions in every unit prepares students for the test.
- Includes an access code to download the audio.

Teacher's resources include:

- Teacher's Book with clear notes and advice that prepare children for the test.
- Photocopiable communicative resources to improve speaking skills.
- FORTHCOMING** Classroom Presentation Tool that delivers heads-up learning.

Reduced sample pages from *Get ready for Flyers* Student's Book

Get ready for ... Second Edition	Starters	Movers	Flyers
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Teacher's Book	978 0 19 402954 4	978 0 19 402955 1	978 0 19 402956 8

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# NEW EDITION Solutions

## Third Edition

TIM FALLA AND PAUL A DAVIES

PAUL KELLY, HELEN WENDHOLT, SYLVIA WHELDON AND JANE HUDSON

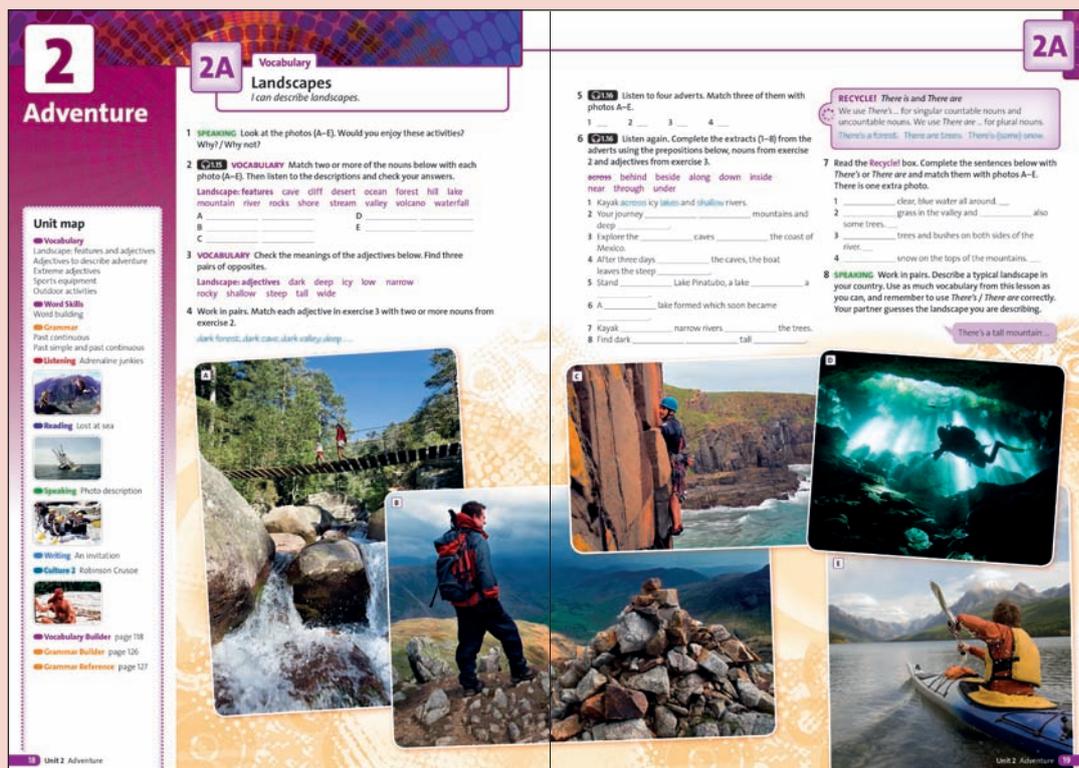
### digital at a glance

- e-Books (Student's Books and Workbooks)
- Classroom Presentation Tool (forthcoming) DVD
- Student's website Teacher's website

With 100% new content, the third edition of Oxford's best-selling Secondary course offers the tried and trusted *Solutions* methodology alongside fresh material that will spark your students' interest and drive them to succeed.

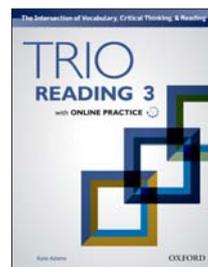
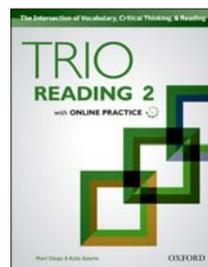
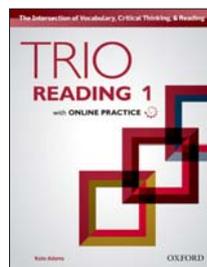
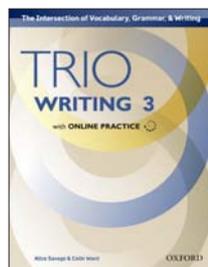
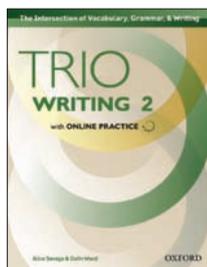
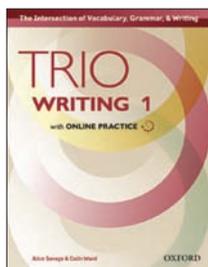
*Leading the way to success*

- Motivate every student with diverse topics, videos, culture lessons and projects.
- Activate language with NEW Word Skills lessons which expand students' understanding and promote dictionary skills.
- Master key sub skills with the NEW comprehensive listening syllabus.
- Achieve success in class, in exams and beyond with thorough exam practice and projects which develop real world skills.



Reduced sample pages from Solutions Third Edition Pre-Intermediate Student's Book

Solutions Third Edition	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced (forthcoming in 2018)
Student's Book	978 0 19 456183 9	978 0 19 451056 1	978 0 19 450449 2	978 0 19 450648 9	978 0 19 452051 5
Student's Book and Online Practice Pack (forthcoming in 2018)	978 0 19 456197 6	978 0 19 451070 7	978 0 19 450463 8	978 0 19 450660 1	978 0 19 452060 7
Online Practice	978 0 19 456208 9	978 0 19 451079 0	978 0 19 450472 0	978 0 19 450669 4	978 0 19 452066 9
Workbook	978 0 19 456186 0	978 0 19 451059 2	978 0 19 450452 2	978 0 19 450651 9	978 0 19 452053 9
e-Book (Student's Book)	978 0 19 456204 1	978 0 19 451077 6	978 0 19 450470 6	978 0 19 450667 0	978 0 19 452064 5
e-Book (Workbook)	978 0 19 456205 8	978 0 19 451078 3	978 0 19 450471 3	978 0 19 450668 7	978 0 19 452065 2
Teacher's Pack	978 0 19 456201 0	978 0 19 451074 5	978 0 19 450467 6	978 0 19 450664 9	978 0 19 452061 4
Class Audio CDs	978 0 19 456194 5	978 0 19 451067 7	978 0 19 450460 7	978 0 19 450299 3	978 0 19 452057 7
DVD (Elementary to Advanced)	978 0 19 456182 2				



# Trio Writing

BEGINNER TO INTERMEDIATE (A1–B1)  
ALICE SAVAGE AND COLIN WARD

*Building Better Writers...  
From the Beginning*

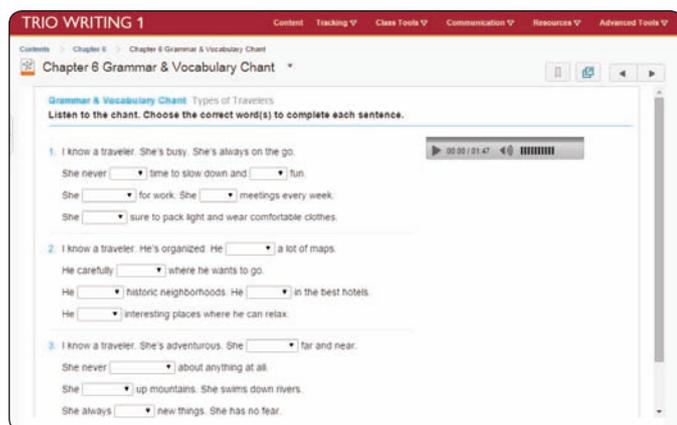
- Oxford 2000 keywords provide essential vocabulary.
- Readiness Unit in every level teaches the fundamentals of English for beginning students.
- Essential online practice extends learning beyond the classroom.
- Engaging Vocabulary and Grammar Chants help students improve accuracy and fluency.
- Signposts in each chapter point students to online practice, extending learning beyond the classroom.
- iTools enhances course material by incorporating multimedia content and activities to create an interactive, heads-up learning environment.
- iTools gives teachers access to the assessment program, with editable tests and answer keys that save time and allow customized testing.

### digital at a glance

-  Online Practice
-  iTools USB (all levels)

## Trio Writing creates academic success at the earliest stages of language acquisition.

- Step-by-step writing helps students turn ideas into successful writing.
- Writing Strategies teach the most useful skills students need for writing success.
- Accessible grammar instruction prepares students to write.



# NEW Trio Reading

BEGINNER TO INTERMEDIATE (A1–B1)  
KATE ADAMS AND MARI VARGO

*Building Better Readers...  
From the Beginning*

## Trio Reading helps beginning English students develop their reading skills through step-by-step instruction.

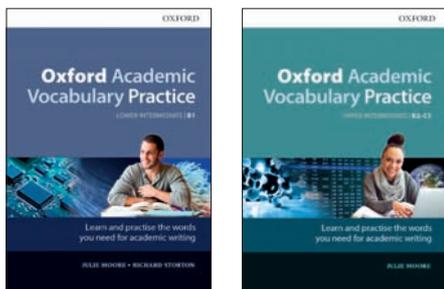
- Making Connections sections link texts and the real world to develop critical thinking.
- Sounds of English boxes provide sound-symbol decoding practice and link fluency and reading skills to improve comprehension.
- Vocabulary and Reading Strategies equip students with the skills they need for successful reading.
- A variety of automatically-graded online activities provide extra practice of Vocabulary, Grammar, and Reading and Vocabulary Strategies.

Trio Writing	Level 1	Level 2	Level 3
Student Book with Online Practice	978 0 19 485400 9	978 0 19 485411 5	978 0 19 485421 4
iTools USB (all levels)	978 0 19 485409 2		
Online Practice Student Access Card	978 0 19 485405 4	978 0 19 485416 0	978 0 19 485426 9
Online Practice Teacher Access Card	978 0 19 485406 1	978 0 19 485417 7	978 0 19 485427 6

Trio Reading	Level 1	Level 2	Level 3
Student Book with Online Practice	978 0 19 400078 9	978 0 19 400403 9	978 0 19 400406 0
iTools USB (all levels)	978 0 19 400390 2		
Online Practice Student Access Card	978 0 19 400399 5	978 0 19 400401 5	978 0 19 400404 6
Online Practice Teacher Access Card	978 0 19 400400 8	978 0 19 400402 2	978 0 19 400405 3

 See also Learn the Oxford 3000 app

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# NEW Oxford Academic Vocabulary Practice

Learn and practise the words you need for academic writing

LOWER-INTERMEDIATE (B1) AND UPPER-INTERMEDIATE (B2-C1)  
JULIE MOORE AND RICHARD STORTON

**Oxford Academic Vocabulary Practice** is for students who want to study any subject in English at university level. 250 activities help you learn and practise over 650 key words that you need to use in your written work.

The vocabulary is sourced from the **Oxford Corpus of Academic English** – an 85-million word corpus of academic sources. It shows how words are used across the four main subject areas of physical sciences, life sciences, social sciences and humanities.

- **Authentic** texts, showing how the words are used in academic writing.
- Highlighting of words from the **Academic Word List**.
- **650-word glossary** with definitions and phonetics for all key words.
- A **language reference** section with information on the use of grammar, collocations, affixes and prepositions in academic English.
- Complete **answer key** to all exercises.

For further resources go to [www.oup.com/elt/academicvocabulary](http://www.oup.com/elt/academicvocabulary).

**8 Academic study** Section 2 Academic life

**Words to learn**

academic (adj) discipline (n)  
course (n) faculty (n)  
degree (n) higher education (n)  
department (n) institution (n)

international student (n) teach (v)  
student (n) undergraduate (n)  
study (v) university (n)  
subject (n)

**Studying at university**

**A** Rebecca  
I'm a student at the University of Oxford. I'm studying medicine and I plan to become a doctor.

**B** Yasuko  
I'm a law student at Melbourne University. I'm doing a course in international law.

**C** Dipak  
I'm from Mumbai in India, but at the moment I'm at university in London. I'm an undergraduate in the first year of a three-year engineering course. There are lots of other international students on my course.

**1 Complete the sentences about the three students using words from the box.**

course international student student studying undergraduate university

1 Rebecca is a \_\_\_\_\_ in Oxford. She's in her seventh year at the moment.  
2 She's doing a \_\_\_\_\_ in medicine and hopes to become a doctor when she finishes.  
3 Yasuko is \_\_\_\_\_ law in particular international law.  
4 She's at \_\_\_\_\_ in Melbourne, Australia.  
5 Dipak is an \_\_\_\_\_ doing a course in engineering in London.

**Usage note: talking about your studies**

Notice the different ways you can talk about your studies:

- I'm studying (medicine/law).
- I'm a student at (Oxford / University).
- I'm at university in (Istanbul).
- I'm doing a course in (international law).
- I'm a (law) student.
- I'm an undergraduate.

**2 Choose the correct word to complete the sentences.**

1 There are around 8,000 international students at Oxford University.  
2 In 2014, around 11,700 students altogether were doing **studying** undergraduate courses at the university.  
3 In 2015, 952 undergraduates were **studying** studying medicine.  
4 Around 600 students were **doing** courses in history.  
5 There were around 664 law students **studying**.

22 Academic study | Unit 8

Reduced sample pages from *Oxford Academic Vocabulary Practice*  
Lower-Intermediate B1

**Higher education**

**D** Higher education includes courses at universities and other institutions, such as art colleges. A higher education course leads to a degree, such as a BA (Bachelor of Arts) or a BSc (Bachelor of Science). A degree course usually lasts for three or four years.

**E** Most universities are divided into faculties, such as the Faculty of Science or the Faculty of Law. Each faculty is divided into departments. An academic department teaches courses in a particular subject or discipline, such as the Department of Engineering or the Department of History.

**3 Read texts D and E about higher education. Mark the statements true (T) or false (F).**

1 Higher education includes high schools, colleges and other institutions. \_\_\_  
2 At the end of a university course, students get a degree. \_\_\_  
3 A university faculty is larger than a department. \_\_\_  
4 A discipline is another word for a subject that you study. \_\_\_  
5 A university department usually teaches many different subjects. \_\_\_

**4 Complete the web page using words from the box.**

Department \_\_\_\_\_ of Clifton  
Faculty \_\_\_\_\_ of Sciences | Engineering | \_\_\_\_\_  
University \_\_\_\_\_  
Our \_\_\_\_\_  
courses \_\_\_\_\_  
• BSc in Civil Engineering  
• BSc in Mechanical Engineering  
• BSc in Electronic Engineering

**5 Write the part of speech (noun, verb or adjective) of the highlighted word in each sentence.**

• **EXERCISE:** She's a professor in the Faculty of Medicine at the University of London. **professor**  
1 We spoke to students from different disciplines, including biology, economics and engineering. **disciplines**  
2 The website gives information about more than 200 academic institutions in the UK. **information**  
3 To become a lawyer, you need a university degree. **degree**  
4 He teaches courses in the history of science and the history of technology. **courses**  
5 The history department is on the third floor. **department**

**Usage note: noun + noun**

We often use noun + noun combinations to talk about academic study and academic departments:

any law/economics/engineering/undergraduate studies  
the history/geography/psychology department or the department of history/geography/psychology  
and subject/department/public/university degree

**REVIEW 2 Units 15–23**

**Student writing: describing a chart**

In many subjects, students have to refer to statistical information in their writing. It is important to decide on the clearest way of presenting and describing such information. Often, charts and graphs are used to include a lot of information in a clear way. You may then need to write a description of what the data shows.

**A** This chart shows average life expectancy in a number of countries worldwide in 1970 and 2013. **B** Fourteen countries are shown, and almost 50 per cent of these are in the developed world. It can be seen that life expectancy has increased significantly in most countries shown, although the rate of this change has been more rapid in some countries than others. **C** The biggest rise in life expectancy over the four decades was in Turkey, where it grew by 23 years. Next was

South Korea, with an increase of 20 years. **D** The changes in more developed countries such as the United States and Sweden were less dramatic. Life expectancy did not decrease in any country. However, in the Russian Federation it increased by only three years. It can also be seen that while the long-term trend is for life expectancy to increase during the period, globally it still varies considerably. It remains much lower in the poorer countries such as South Africa (37 years) than in rich nations such as Japan (83 years).

**1 Match the sentences below to sections A, B, C and D of the text.**

1 Gives a summary of the information in the chart. \_\_\_  
2 Describes the most important information given in the chart. \_\_\_  
3 Defines the topic of the chart. \_\_\_  
4 Describes other information shown in the chart. \_\_\_

**Focus on word form**

**2 a** Complete the table with the missing information. Use the text, Units 15–23 and the glossary on pp. x–y to help you if necessary.

Noun	Verb
1 _____	increase
2 _____	grow
change	3 _____
4 _____	vary
rise	5 _____
6 _____	decrease

**b** Do the same with the table below.

Adjective	Adverb
1 _____	rapidly
2 _____	significantly
3 _____	considerably
4 _____	dramatically

56 Review 2 | Units 15–23

**3 Complete the paraphrases of information in text A, using an appropriate adjective + noun or verb + adverb pair.**

1 There was a \_\_\_\_\_ in life expectancy in almost all of the countries in the chart.  
2 There are still \_\_\_\_\_ international \_\_\_\_\_ in life expectancy.  
3 Life expectancy in developed countries such as the UK did not \_\_\_\_\_ as \_\_\_\_\_ as in countries such as India or Indonesia.

**Student writing: describing a process**

**A** A wood-burning stove consists of three main elements: the flue, the main chamber and the pan. The pan sits underneath a metal grill at the bottom of the chamber, and the flue is attached to the top of the stove to take smoke up the chimney. The process of lighting a fire is simple. First, a small amount of paper or wood is placed on the grill and lit. At this stage, the fire needs plenty of oxygen, so the door of the chamber and the vents should be left open. In the next step, larger pieces of wood can be added to the fire, and once it is burning strongly, the door can be closed. Finally, the bottom vent can also be closed. The top vent is left open so that air can pass into the chamber and smoke can be pulled out into the flue.

**4 Put the following stages describing how to use the stove into the correct order.**

1 Light the fire. \_\_\_\_\_ 4 Add smaller pieces of wood to the chamber  
2 Open the top and bottom vents. \_\_\_\_\_ 5 Close the door. \_\_\_\_\_  
3 Add large pieces of wood. \_\_\_\_\_ 6 Shut the bottom vent. \_\_\_\_\_

**Focus on types of verb**

**5 In each sentence below, is the verb transitive (T) or intransitive (I)? Look at the usage note in Unit 23 for help if necessary.**

1 A wood-burning stove consists of three main elements. \_\_\_\_\_  
2 The flue is attached to the top of the stove. \_\_\_\_\_  
3 The door can be closed. \_\_\_\_\_

**6 Complete the sentences using an appropriate form of the verb in CAPITALS.**

1 The region \_\_\_\_\_ a number of important religious sites. **CONTAIN**  
2 Next year, four new versions of the machine \_\_\_\_\_ for different markets. **CREATE**  
3 Drying the fish, rodents \_\_\_\_\_ by infection in temporary accommodation. **TRANSFER**  
4 The operation takes four hours and \_\_\_\_\_ a series of complex procedures. **INVOLVE**  
5 The number of hours needed should \_\_\_\_\_ before the project begins. **CALCULATE**

**Writing task**

**7 Write a few sentences describing one of the following:**

- The process of applying to a university in your country.
- A graph or chart that is relevant to your subject.

Review 2 | Units 15–23 56

➤ **See also** Oxford Learner's Dictionary of Academic English and Oxford Learner's Dictionary of Academic English app  
Oxford Grammar for EAP  
Oxford EAP

**Oxford Academic Vocabulary Practice**  
Lower-Intermediate 978 0 19 400088 8  
Upper-Intermediate 978 0 19 400091 8

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# Business Result **NEW EDITION**

## Second Edition

STARTER TO ADVANCED (A1–C1)

KATE BADE, MICHAEL DUCKWORTH, DAVID GRANT, CHRISTOPHER HOLLOWAY, JANE HUDSON, JOHN HUGHES, PENNY McLARTY, NINA LEEKE, JON NAUNTON, JIM SCRIVENER AND REBECCA TURNER

*Business English you can take to work today*

### digital at a glance

- Student's Book with Online Practice
- DVD

**Business Result Second Edition offers business students and professionals more communication and language practice than ever before, helping students develop relevant communication skills they can use immediately in the workplace.**

**Relevant, personalized practice for business professionals:**

- MORE** communication practice that students can use immediately at work.
- NEW** Talking Points get students talking about business concepts that are relevant to their work.
- NEW** Viewpoints integrate video into the lesson to bring Business English to life.
- NEW** Language Points provide explicit grammar explanations applied in a business context.

### Adaptable content works for your timetable

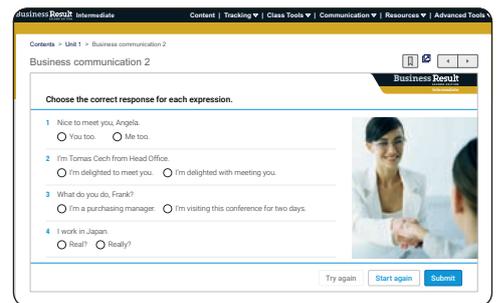
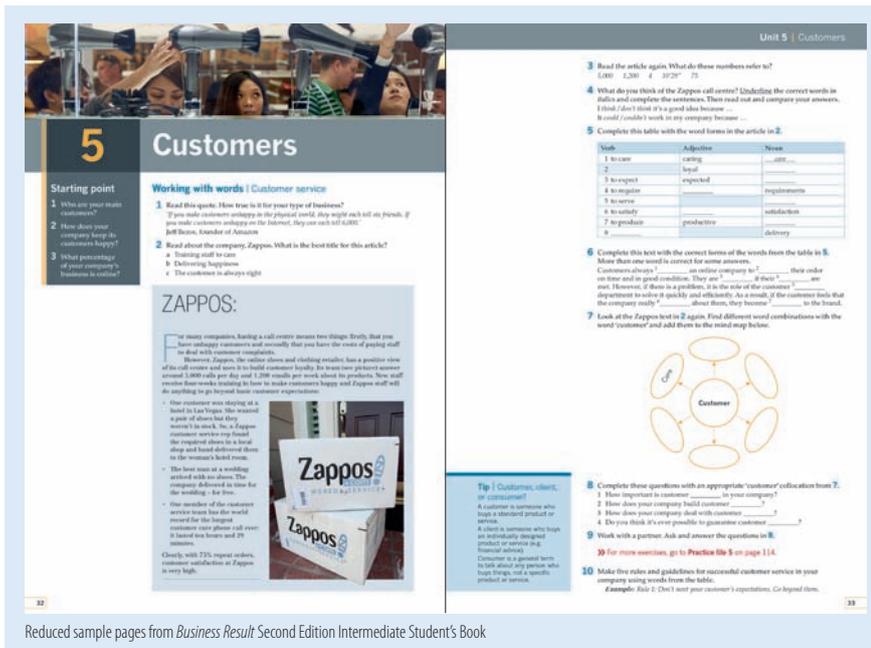
- Tips for adapting every activity for one-to-one lessons and pre-work students in the Teacher's Book.
- Modular structure allows you to choose the most relevant lessons for your students.

### Enrich your lessons with ready-to-go resources to pick up and teach!

- NEW** Downloadable worksheets for every unit all in one place.
- NEW** Video and audio available to stream and download at home or in class.
- Teacher training videos and worksheets support teachers who are new to Business English.
- Access to First Edition resources including extra Reading and Writing Files from the Oxford Teachers' Club.

### Help students advance their career through progress tracking and assessment support

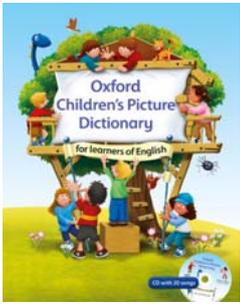
- Online practice enables progress tracking for teachers and students.
- Editable progress tests for every unit.



Business Result Second Edition Online Practice

See also English Result Exams Result Oxford EAP

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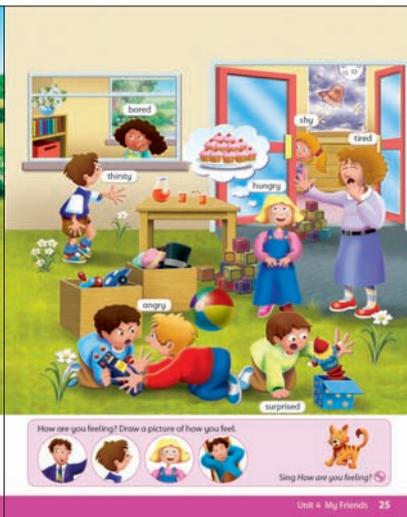
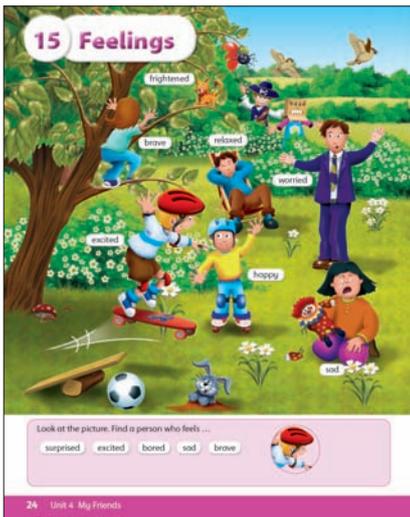


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A topic-based dictionary for young learners.

A beautifully illustrated dictionary which helps young learners to practise over 800 words for 40 topics taught in school, including *People at Work*, *My Body*, and *What's the Time?*.

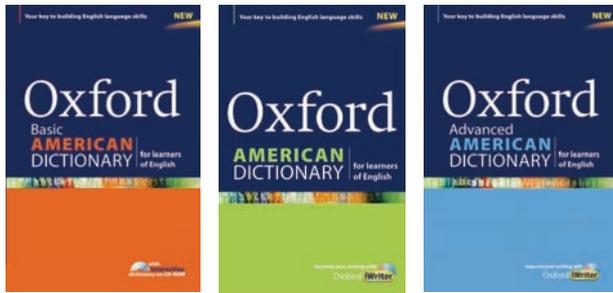
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- CLIL topics link English to other subjects, making language more meaningful.
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- 20 songs make it easy to remember and pronounce words.
- Beautiful illustrations to interest every child.
- Covers all the Cambridge English: Young Learners topics, to build children's confidence ahead of test day.
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Reduced sample pages from the *Oxford Children's Picture Dictionary*

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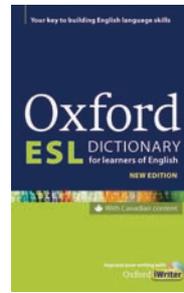
## www.oxfordlearnersdictionaries.com

Access the complete A–Z of the *Oxford Advanced American Dictionary* online.

- Choose 'American English' to search for any word in the *Oxford Advanced American Dictionary*.
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- Includes 42,000 words, phrases and meanings.
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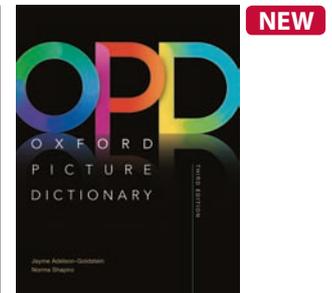
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MARGOT GRAMER  
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Third Edition

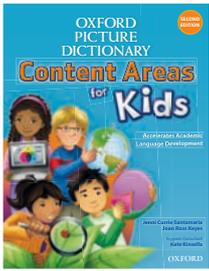
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JAYME ADELSON-GOLDSTEIN AND NORMA SHAPIRO

*The Oxford Picture Dictionary Third Edition* provides unparalleled support for vocabulary teaching to meet the needs of today's English language learners.

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See also Oxford Picture Dictionary app

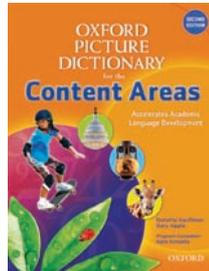


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JENNI CURRIE SANTAMARIA AND  
JOAN ROSS KEYES  
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ASSESSMENT EXPERT: MARGO GOTTLIEB

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## Oxford Picture Dictionary for the Content Areas Second Edition

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PROGRAM CONSULTANT: KATE KINSELLA  
ASSESSMENT EXPERT: MARGO GOTTLIEB

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- Academic Language Accelerator with 100+ suggestions for facilitating content vocabulary and concept learning.
- Assessment CD-ROM provides customizable tests for every topic.
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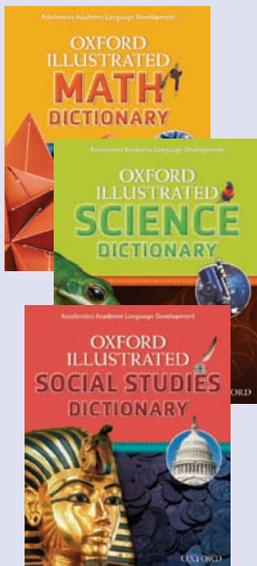
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HIGH-BEGINNER TO INTERMEDIATE

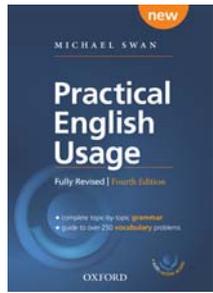
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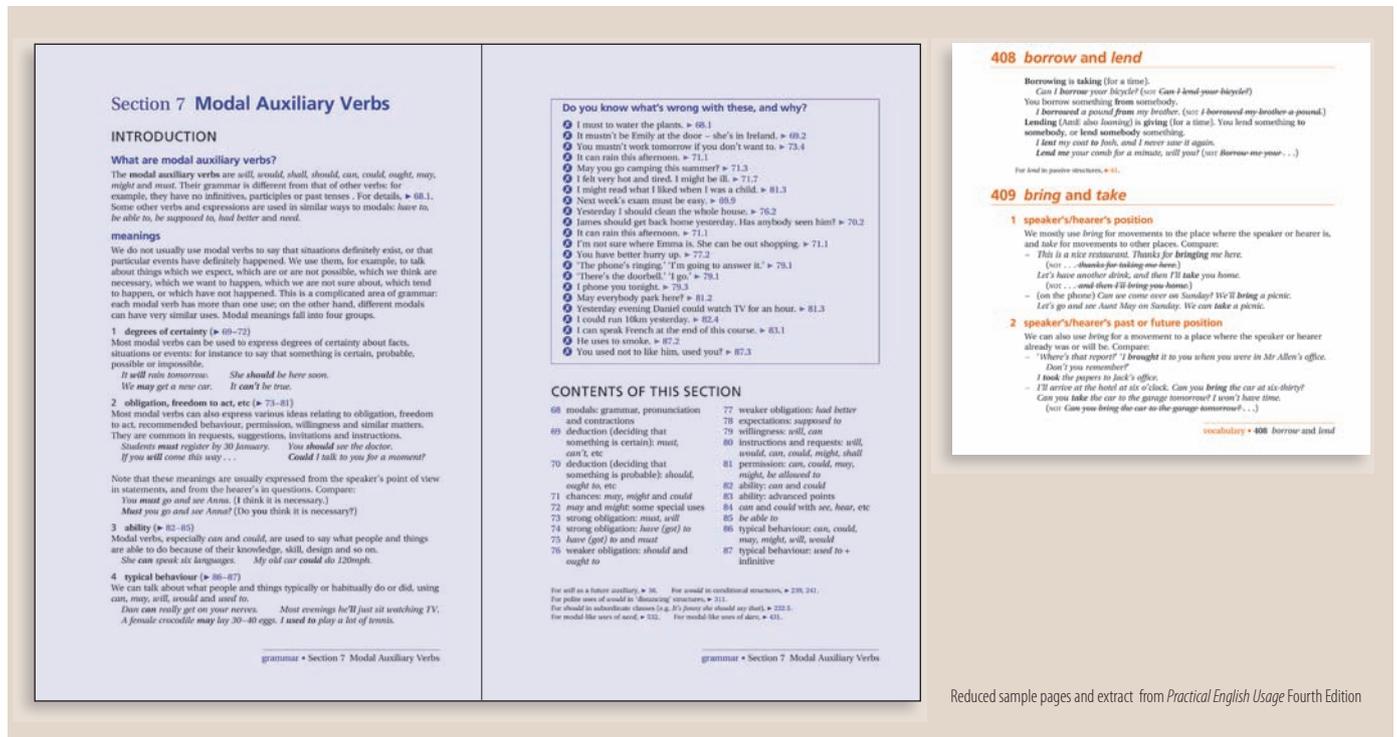
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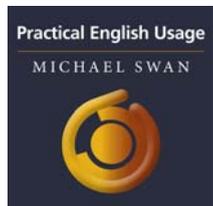
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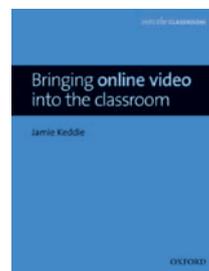
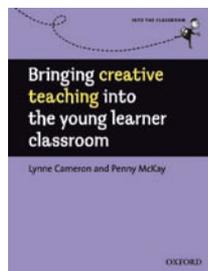
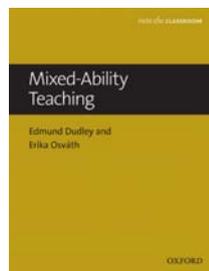
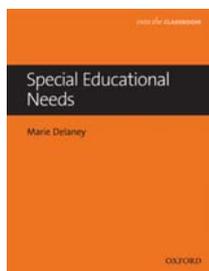
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Revised Edition

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- Developing class libraries.
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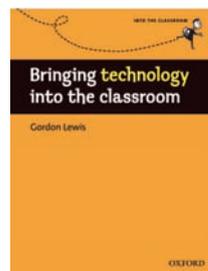
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- ‘Activities’ help you to make connections between research and theory and your classroom context.
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NEW

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**“With Focus on Content-Based Language Teaching, I am delighted to find accounts of such a wide scope of content-based programs for both language majority and language minority students. This book is well researched and well-written, and succeeds in making complex material very accessible.”**

MARGUERITE ANN SNOW, PROFESSOR IN TESOL,  
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## e Focus on Oral Interaction

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## e Focus on Reading

ESTHER GEVA AND GLORIA RAMÍREZ

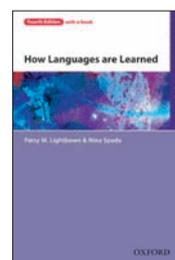
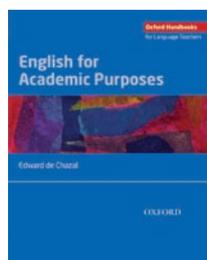
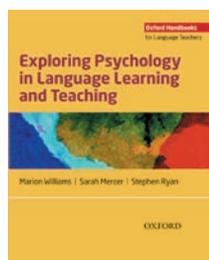
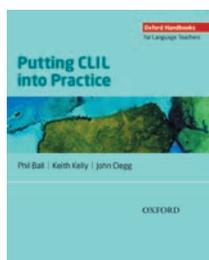
*Focus on Reading* aims to help teachers develop a deep understanding of the multiple skills and factors involved in second language reading development and to equip them with practical skills for the effective teaching and assessment of second language reading.

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This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. Integrating theory and practice in an accessible way, it draws on up-to-date research and classroom practice that is internationally relevant.

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Extra resources are available on the website:

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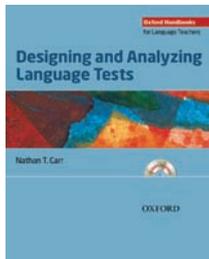
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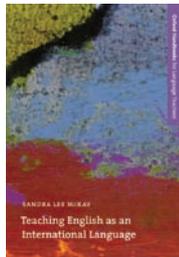
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