

???????????????????? ?????? ?????????????????????Edward C. Henderson?????? ?????????????????? ?????????? (??)?

English File's unique, lively and enjoyable lessons are renowned for getting students talking. In fact, 90% of English File teachers we surveyed in our Oxford Impact Study found that the course improves students' speaking skills.*How will English File get your students' talking?Lessons and activities that provide the necessary language, motivation and opportunity for students to talk with confidence.Learners build confidence to communicate with a proven balance of Grammar, Vocabulary, Pronunciation and Skills Development in every File.Teachers and students have access to all their English File resources - video, audio, worksheets and much more - in one easy to manage place.*The English File Oxford Impact Study was conducted in January and February 2018. Oxford Impact is how Oxford University Press evaluates its educational products and services so that teachers and learners can be sure that our resources make a positive difference.Each Student's Book comes with access to new Online Practice that is directly linked to each Student's Book.

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English File Pre-Intermediate Student's Book is suitable for CEFR level A2-B1English File, third edition, provides a balance of grammar, vocabulary, pronunciation and skills to give students the right mix of language and motivation to get them talking. With lively lessons and engaging topics, classes are enjoyable and provide opportunity for students to practise and improve. Support for teachers includes a Teacher's Book with over 100 photocopiables along with extra tips and ideas. The Classroom Presentation Tool brings your classroom to life with the Student's Book and Workbook on-screen and interactive.

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A new edition of the best-selling English File, improved throughout with brand new digital components to use inside and outside the classroom. English File Third edition - the best way to get your students talking. The English File concept remains the same - fun, enjoyable lessons which get students talking through the right mix of language, motivation, and

opportunity - but now the content and the components have been updated and improved for students and teachers. The English File third edition digital components help to make the most of teaching and learning opportunities inside and outside the classroom. The digital package includes: iTools (a digital classroom resource), iTutor and iChecker for students, Pronunciation App for mobiles, Online Workbook, Student's and Teacher's websites.

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7 units Colloquial English video lessons Consolidation and review pages after each unit Communication section and Listening scripts Grammar Bank, Vocabulary Bank, Phrasal Verbs in Context, Sound Bank and Wordlist

3 Student's Book units Practical English lessons with video Consolidation and review pages after each unit Communication section and Listening scripts Grammar Bank, Vocabulary Bank, and Sound Bank 3 Workbook units Answer key

This is a thoroughly revised edition of Integrated Korean: Beginning 1, the first volume of the best-selling series developed collaboratively by leading classroom teachers and linguists of Korean. All the series' volumes have been developed in accordance with performance-based principles and methodology—contextualization, learner-centeredness, use of authentic materials, usage-orientedness, balance between skill getting and skill using, and integration of speaking, listening, reading, writing, and culture. Grammar points are systematically introduced in simple but adequate explanations and abundant examples and exercises. Each situation/topic-based lesson of the main texts consists of model dialogues, narration, new words and expressions, vocabulary notes, culture, grammar, usage, and English translation of dialogues. In response to comments from hundreds of students and instructors of the second edition, this new third edition features an attractive color design with new photos and drawings and lesson and vocabulary exercises that have been fully reorganized. Each lesson contains a conversational text (with its own vocabulary list) and a reading passage. The accompanying workbook—available online as well as in paperback—provides students with extensive skill-using activities based on the skills learned in the main text. Integrated Korean is a project of the Korean Language Education and Research Center (KLEAR) with the support of the Korea Foundation. In addition to the five-level Integrated Korean textbooks and workbooks, volumes include Korean Composition, Korean Language in Culture and Society, Korean Reader for Chinese Characters, Readings in Modern Korean Literature, A Resource for Korean Grammar Instruction, and Selected Readings in Korean. Audio files for this volume may be downloaded in MP3 format at <https://kleartextbook.com>

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& Assessment CD-ROM, which includes a complete test for every File, an End-of-course Test, two Progress Tests, and a Quick Test for every File.

Market Leader 3rd Edition has been completely updated to reflect the fast-changing world of business using authoritative and authentic business sources such as Financial Times.

Deaf and hard-of-hearing students form a specific group of foreign language learners. They need to use foreign languages just like their hearing peers if they want to enjoy the same benefits of globalization and technical advancements of today, yet they cannot take part in the same foreign language education. As sign language users, lip-readers or persons relying on hearing aids or cochlear implants in their everyday communication, they need special support in learning a foreign language. This book has been written by teachers and researchers involved in teaching English as a foreign language (EFL) to deaf and hard-of-hearing students in various different European countries, including the Czech Republic, France, Hungary, Norway, Poland, and Serbia. The chapters mirror both the authors' personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing-impaired learners. They discuss mainly the issue of specific methodology for teaching EFL vocabulary, grammar, reading, writing and speaking to deaf and hard-of-hearing persons and the challenge of effective communication during the classes via sign language, cued speech or the oral approach. Special chapters are also devoted to EFL teachers' experience in special schools for the deaf. Educators interested in practical advice, responses to challenges and worked-out solutions to problems will particularly welcome this book as a useful source of ideas. It will also help novice teachers embarking on their careers in English language education for deaf and hard-of-hearing children and adults.

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Inhaltsangabe:Introduction: I have chosen the topic of using pop songs in the EFL classroom because I strongly believe that working with pop songs is a highly motivational device. When I was a student at a lower and upper secondary school, listening to songs in English classes was my favourite activity. I have always wanted to be able to understand the lyrics of songs I listened to. Later, I realized that I have learned a lot from listening to pop songs and analyzing their lyrics. Therefore, in my diploma project, I would like to prove that using pop songs is a highly motivational device in teaching English with instructional value, and that students enjoy working with pop songs. The theoretical part of this diploma project is based on relevant sources of background literature. In the first two chapters, the use of songs is described with regard to motivation and the Multiple Intelligences Theory. The third and fourth chapter deal with the reasons for using songs and their classification. In the last two chapters of the theoretical part, pedagogical principles of using pop songs in class, as well as the pros and cons of teaching through pop songs are presented. The practical part is based on the findings of three surveys I have conducted in the field of using songs in the EFL classroom. In the first part of the research, I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools. In the second part of the research, I describe students' attitudes to pop song based lessons which I taught during my teaching practice at grammar schools. In the third part of the research, I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools. In addition, I present a self-developed teaching material containing a list of pop songs suitable for the EFL classroom. In the last part of the practical part, I answer the research questions and provide some implications for my own teaching. Inhaltsverzeichnis:Table of Contents: ABBREVIATIONS AND DEFINITIONS ABSTRACT

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