

2009  
**HEINLE**

English  
Language  
Learning

K – 12

Adult

Higher Education

Visit us at [elt.heinle.com](http://elt.heinle.com)

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# Welcome to HEINLE ESL/ELT!

## Icon Key



No Child Left Behind  
Recommendation



Special Education  
Recommendation



Content Area Instruction  
Recommendation



CNN® Video



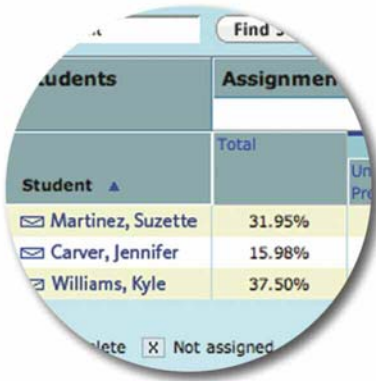
International English

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## ***Innovative online learning designed exclusively for English language teachers and students!***

Heinle's growing collection of technology-based solutions provides students more opportunities for engaging, personalized learning—and helps teachers make better use of their valuable time by offering an easy, effective way to manage their courses online.

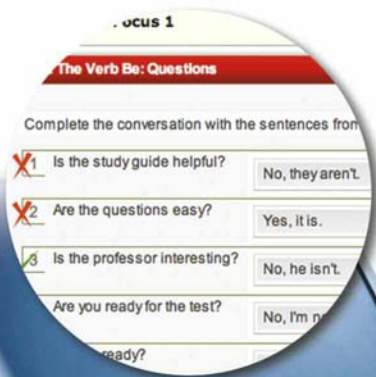


**Teachers can manage assignments and track progress.**



### **Grammar Café**

Add new life to your grammar class! *Grammar Café* is a revolutionary online grammar course that blends words, sounds, images, and more to heighten your students' understanding of important grammar concepts. Offering both a self-paced student-led mode and an assignment-based instructor-led mode, *Grammar Café* includes grammar lessons, activities, and assessment and is an ideal complement to any grammar or writing text. See p. 58.



**Students can complete activities at their own pace and receive immediate feedback.**



**Interactive learning is enhanced through sound, video, animations, and more.**

**Demo activities are available at [elt.heinle.com/technology](http://elt.heinle.com/technology)**

**NEW!**

MyELT Assignment | Take - Microsoft Internet Explorer

MyELT Welcome Student3 Hagnait

Attempt 2 of 10

Return to Assignments

Online Tutorial for the TOEFL® iBT Personal Preference Task Speaking

EXERCISE 19.3

Directions: Compare your response to the sample response. Then, write a self-assessment in the box on the right. Use the questions in the box on the left to guide your self-assessment. Click Submit to save your response.

Help

Model Response

1) Were your resp  
2) Did you add an  
3) Did you underst  
4) Did you underst

1) He is trying to solve this problem now because he has gotten interested in speed-skating recently.  
2) He has he tried to solve this problem in the past by trying to quit smoking on his own.  
3) The nurse says that 95% of people who quit without a program start smoking again.  
4) He wants to try hypnosis because he has heard that this is the best way to quit.

Play Audio

Play Audio

3) What does the nurse say about trying to solve this problem alone?

Return to Assignments

## Online Tutorial for the TOEFL® iBT

Give students the edge they need to excel on every part of the the TOEFL® iBT exam! This innovative new online product features a diagnostic assessment that provides a custom learning path for each section of the exam, speaking practice using state-of-the-art speech recognition technology, and proven automated essay scoring. See p. 104.



Home - Microsoft Internet Explorer

MyELT Welcome Antonio Bennett

Click Activity Complete after submitting answers. Attempt 2 of 5 Activity Complete

Unit 1 > City Living > Section 1 Video Course Workbook INTRO

Drag and Drop (Video Link)

Watch the video to answer these 4 questions. Drag the correct options into the slots given. Click Submit on completion.

1. Mike thinks his name is \_\_\_\_\_.

good bad famous

2. Takeishi has a \_\_\_\_\_.

video camera cell phone computer

3. Tara is \_\_\_\_\_.

famous movie star really Jennifer Lopez training fun

4. Claudia is \_\_\_\_\_.

happy angry fine

Submit

## Online Workbooks and Online Video Workbooks

Help your students improve their English language fluency! With the help of motivating graphics, compelling video segments, and rich sound effects, students explore dozens of online exercises that help strengthen their English language and communication skills. Nearly all learning activities are automatically graded—giving students instant feedback for further study while saving instructors time. Available to accompany *World Link*, p. 44, *World Pass*, p. 44, and the *World Link Video Course*, p. 45.

**NEW!**

MilestonesTracker Book A • Unit 1 • Chapter 1 Text Genre

Directions: Listen to the audio clip. Drag the correct option to complete each sentence. Click submit to check your answers.

2. People in a story are \_\_\_\_\_.

plot theme characters

Repeat Page 2 of 5 Show Answers

## MilestonesTracker Online Assessment and Remediation System

Provide complete assessment and remediation support! *MilestonesTracker* provides fully automated, interactive online assessment and remediation support for Heinle's new *Milestones* program. This innovative product features customized learning paths for students and powerful school-, district-, and state-level reporting for teachers. See p. 12.

**Each of these programs is powered by ...**



*MyELT* is an Internet-based learning management system designed just for English language teachers and students. Instructors use *MyELT* to assign Heinle online learning content, track student grades, create student progress reports, and more. Students use *MyELT* to complete the online activities, monitor their own learning progress, and review as necessary.

**Quick and easy test creation with complete teacher control!**

Available with most Heinle programs, ExamView® Assessment Suite test-generating software allows teachers to create and customize tests in three easy steps.



**Now you can:**

- ✓ Customize tests
- ✓ Scramble test questions
- ✓ Add questions for any problem-area skill

**Features**

**Test Manager**



**Test Manager**

With the ExamView® Test Manager you can:

- ✓ Manage your class roster and assignments
- ✓ Retrieve results from online tests
- ✓ Generate detailed and flexible reports

**Test Layout Styles**

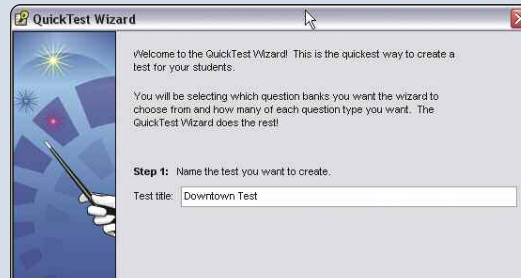
The ExamView® Style Gallery now delivers even more test layout styles, allowing you to match state or national standardized test formats.

**Point Values**

Want to make each True/False worth one point and an essay worth thirty points? No problem! Now you can control how the test is scored.

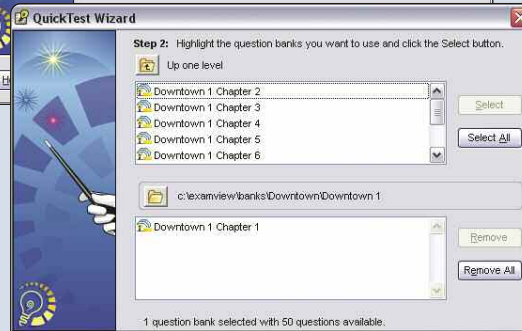
**Step 1.**

Name the test or quiz.



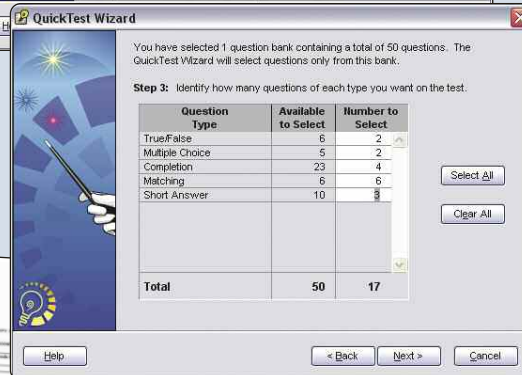
**Step 2.**

Select the book and chapter(s).

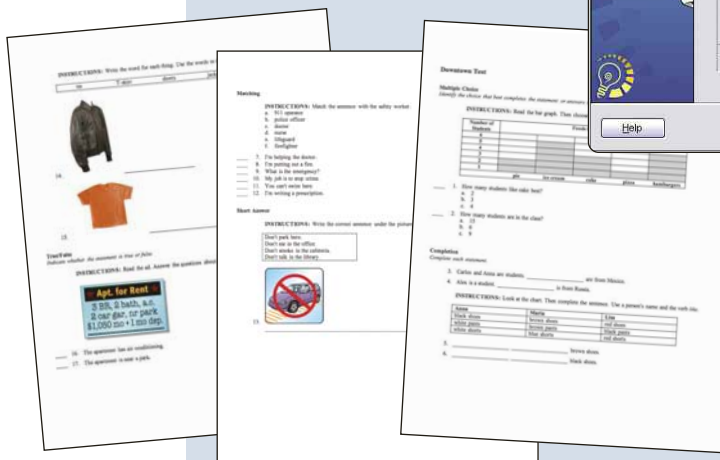


**Step 3.**

Choose the number and type of test items.



**You're done!**



PROFICIENCY LEVEL	CORE PROGRAMS	READING	GRAMMAR	CONTENT	WRITING	TECHNOLOGY	DICTIONARIES & TEST-PREPARATION
<b>PRE-LITERACY</b>	Milestones Intro p. 8 Literacy and Language p. 14 Visions Basic p. 14	The Heinle Phonics & Intervention Kit p. 13	Basic Grammar in Action p. 59	Gateway to Science p. 24 Building Bridges 1 p. 22	Great Sentences for Great Paragraphs p. 74 Step-by-Step Writing 1 p. 21	MilestonesTracker p. 12 Milestones Independent Practice CD-ROM p. 8 Visions Online Remediation p. 15 Visions IntroBasic Student CD-ROMs p. 14 The Heinle Picture Dictionary CD-ROM p. 28	The Heinle Picture Dictionary for Children p. 26 The Heinle Picture Dictionary p. 28
<b>BEGINNING</b>	Milestones Intro p. 8 Milestones A.p. 8 Visions Intro: Literacy and Language p. 14 Visions A.p. 14 Go for it! 1, 2/e p. 22	Milestones Intro Reading Library p. 16 The Heinle Phonics & Intervention Kit p. 13 The Heinle Reading Library: Mini-Reader Collection p. 16 Foundations Reading Library p. 18 Sam and Pat p. 48	Grammar Expert Basic p. 59 Grammar in Context Basic p. 54 Grammar Connection 1 p. 50	Gateway to Science p. 24 Strategies for Test-Taking Success: Math p. 21 Building Bridges 2 p. 22	Great Paragraphs p. 74 Step-by-Step Writing 1 p. 21 Weaving It Together 1, 2/e p. 75 Strategies for Test-Taking Success: Writing p. 21 Top 10 p. 80	MilestonesTracker p. 12 Milestones Independent Practice CD-ROM p. 8 Visions Online Remediation p. 15 Visions A - C Student CD-ROM p. 14 Grammar Café p. 58 The Heinle Picture Dictionary CD-ROM p. 28 Collins COBUILD School Dictionary of American English CD-ROM p. 32	Collins COBUILD School Dictionary of American English p. 32 Collins COBUILD English/Spanish Student's Dictionary of American English p. 35 The Heinle Picture Dictionary for Children p. 26 The Heinle Picture Dictionary p. 28 Strategies for Test-Taking Success p. 21
<b>EARLY-INTERMEDIATE</b>	Milestones B.p. 8 Visions B.p. 14 Voices in Literature Bronze p. 20 Go for it! 2, 2/e p. 22	The Heinle Reading Library p. 16 Thoughts & Notions, 2/e p. 65 Insights for Today, 3/e p. 66 Stories Worth Reading 2 p. 70 Weaving It Together 2, 2/e p. 75 Strategies for Test-Taking Success: Reading p. 21	Visions Grammar Practice B.p. 14 Grammar Expert 2 p. 59 Grammar in Context 2, 4/e p. 54 More Grammar Practice 2 p. 59 The New Grammar in Action 2 p. 59 Grammar Connection 3 p. 50	Gateway to Science p. 24 Strategies for Test-Taking Success: Math p. 21 Building Bridges 2 p. 22	From Great Paragraphs to Great Essays p. 74 Step-by-Step Writing 2 p. 21 Tapestry Writing 1 p. 79 Weaving It Together 2, 2/e p. 75 Strategies for Test-Taking Success: Writing p. 21 Top 10 p. 80	MilestonesTracker p. 12 Milestones Independent Practice CD-ROM p. 8 Visions Online Remediation p. 15 Visions A - C Student CD-ROM p. 14 Grammar Café p. 58 Heinle's Newbury House Dictionary CD-ROM p. 36 Collins COBUILD School Dictionary of American English CD-ROM p. 32	Collins COBUILD School Dictionary of American English p. 32 Collins COBUILD English/Spanish Student's Dictionary of American English p. 35 Heinle's Newbury House Dictionary with CD-ROM, 4/e p. 36 Strategies for Test-Taking Success p. 21
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<b>ADVANCED &amp; TRANSITION</b>	Milestones C.p. 8 Visions C.p. 14	The Heinle Reading Library p. 16 20th Century American Short Stories, 1, 8, 2 p. 71 Concepts & Comments, 2/e p. 65 Topics for Today, 3/e p. 66 Weaving It Together 4, 2/e p. 75 Strategies for Test-Taking Success: Reading p. 21	Grammar in Context 3, 4/e p. 54 Grammar Connection 5 p. 50	Strategies for Test-Taking Success: Math p. 21	Greater Essays p. 74 Step-by-Step Writing 4 p. 21 Tapestry Writing 3 p. 79 Weaving It Together 4, 2/e p. 75 Strategies for Test-Taking Success: Writing p. 21 Top 20, 2/e p. 80	MilestonesTracker p. 12 Milestones Independent Practice CD-ROM p. 8 Grammar Café p. 58 Heinle's Newbury House Dictionary CD-ROM p. 36 Collins COBUILD School Dictionary of American English CD-ROM p. 32	Collins COBUILD School Dictionary of American English p. 32 Collins COBUILD English/Spanish Student's Dictionary of American English p. 35 Collins COBUILD Advanced Dictionary of American English p. 34 Heinle's Newbury House Dictionary with CD-ROM, 4/e p. 36 Strategies for Test-Taking Success p. 21

# English Language Learning Solutions as Unique as Your Classroom



**Heinle**, a part of Cengage Learning, specializes in innovative products that ensure language mastery, skills development, and standardized test achievement for English Language Learners.



## Count on Heinle for...

- **Complete classroom courses**, such as the new *Milestones* series featuring a unique embedded assessment plan, unparalleled academic vocabulary support, and differentiated instruction options for all learners.
- **Motivating learning solutions**, such as the new *Footprint Reading Library* with video from National Geographic Digital Media and audio support to introduce students to the joys of reading through exciting real-world content.
- **Outstanding teaching support** featuring lesson plans correlated to state standards, as well as successful staff development and teaching strategies in print as well as online through *ELT Advantage*.
- **Innovative Technology Resources** featuring classroom organization and assessment tools such as *MilestonesTracker* and *ExamView®*, student learning resources such as *Grammar Café*, and series-specific support with the *Milestones* and *Visions* Independent Practice CD-ROMs.

Visit us at **elt.heinle.com** or call **877-NEED-ESL (877-633-3375)** to demo online products, review materials, and request examination copies.

## LEVEL GUIDE

	PAGE NUMBER	PRE-LITERACY/ NEWCOMER	LOW-BEGINNING	BEGINNING	EARLY- INTERMEDIATE	INTERMEDIATE	HIGH- INTERMEDIATE	ADVANCED	TRANSITION
<b>NEWCOMER/PRE-LITERACY</b>									
Heinle Phonics & Intervention Kit, The <i>NEW!</i>	13	•	•						
Milestones: Intro <i>NEW!</i>	8	•	•						
New Arrival English	22	•							
Visions: Basic, Intro	14	B, I	B, I						
<b>CORE PROGRAMS</b>									
Go for it!, 2/e: 1, 2, 3, 4	22				1	2	3, 4		
Launch into Reading: 1, 2, 3	22					1	2	3	3
Making Connections: 1, 2, 3	22		1	1	2	2	3	3	
Milestones: Intro, A, B, C <i>NEW!</i>	8	Intro	I, A	A	B	B	C	C	C
Shooting Stars <sup>1</sup> , 2, 3, 4, 5, 6 <i>NEW!</i>	22		1, 2	1, 2	3, 4	5, 6	5/6	6	
Visions: Basic, Intro, A, B, C	14	B, I	B, I, A	A	B	B	C	C	C
Voices in Literature: Bronze, Silver, Gold	20			B	S	S	G	G	
<b>CONTENT</b>									
Building Bridges: 1, 2, 3	22		1	2	2	3			
Gateway to Science	24			•	•	•			
Strategies for Test-Taking Success: Writing, Reading, Math	21				W, R, M	W, R, M	W, R, M	W, R, M	W, R, M
<b>DICTIONARIES</b>									
Collins COBUILD School Dictionary of American English <i>NEW!</i>	32				•	•	•		
Heinle's Basic Newbury House Dictionary of American English, 2/e	36		•	•	•				
Heinle's Newbury House Dictionary with Integrated Thesaurus, 4/e	36				•	•	•		
Heinle Picture Dictionary, The	28		•	•	•				
Heinle Picture Dictionary for Children, The	26	•	•	•	•				
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Visions Grammar Practice: Intro, A, B, C	14	Intro	I, A	A	B	B	C	C	C
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Footprint Reading Library <i>NEW!</i>	19				•	•	•	•	•
Foundations Reading Library	18		•	•					
Heinle Reading Library, The:									
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Biography Collection	16			•	•	•	•	•	
Illustrated Classics Collection	16			•	•	•	•	•	
Milestones Introductory Reading Library <i>NEW!</i>	16	•	•						
Mini-Reader Collection	16	•	•						

**Steps to student success!**

# MILESTONES Intro – C

Neil J. Anderson, Jill Korey O’Sullivan, Jennifer Trujillo

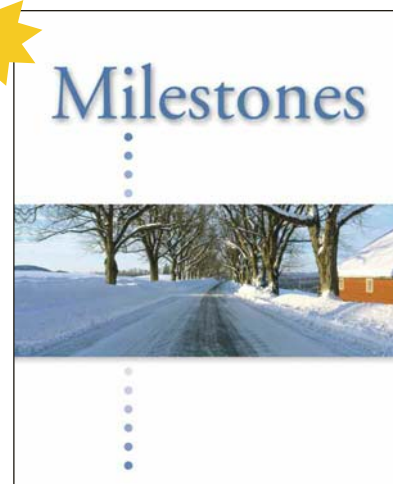
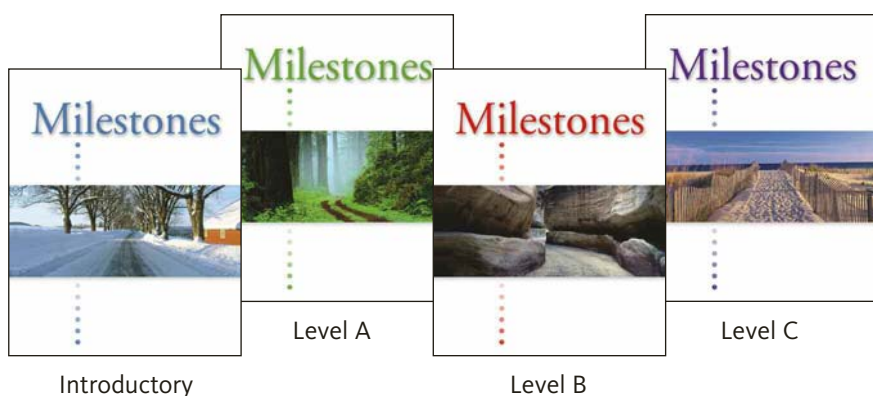
LEVEL: Proficiency: pre-literacy to transition  
 Interest: middle school/high school  
 Readability (by grade): 0 – 8  
 Introductory: 0 – 4  
 Level A: 4 – 6  
 Level B: 5 – 7  
 Level C: 6 – 8

Lexile scores available upon request

Using a unique embedded assessment plan along with a balanced blend of literature and content readings, *Milestones* ensures that students are mastering skills and standards before being introduced to new ones. This consistent, research-based approach will lead your students to success on state exams as well as language acquisition and content knowledge crucial for academic success!

- ▶ **Embedded assessment** helps prevent problems with skills and standards before they occur.
- ▶ **Academic vocabulary** instruction, practice, and assessment prepare students for success inside and outside the classroom.
- ▶ **Differentiated instruction** for every reading selection through adapted readings, point-of-use suggestions, and multi-level questioning strategies ensures access for all students.
- ▶ **Complete remediation support** through *MilestonesTracker* and ExamView® provides a standards-aligned review, practice activities, and assessments for all unmastered skills and standards.
- ▶ **Phonics and intervention strategies** through *The Heinle Phonics & Intervention Kit* offer extensive support for struggling readers.

Ask about our Online Professional Development!



Ensure skills and standards mastery!



### SERIES COMPONENTS

**For students:**

- Student Editions
- E-Books
- Workbooks with Test Preparation
- Independent Practice CD-ROMs
- Milestones Introductory Reading Library*

**For teachers:**

- Teacher’s Editions
- Assessment Books
- Audio Programs
- Teacher’s Resource CD-ROMs with ExamView®
- MilestonesTracker* Online Assessment and Remediation System
- The Heinle Phonics & Intervention Kit*
- Graphic Reader Blackline Master Companions
- Online Professional Development

See p. 138 for Milestones ISBN/Price listings

For a guided tour, visit [elt.heinle.com/milestones](http://elt.heinle.com/milestones)

*Your colleagues say...*

*“You have put together a great book! Milestones really hits areas that other textbooks do not!”*

Tanya M. Castro, ESL Teacher,  
 Pharr–San Juan–Alamo Independent School District,  
 Texas

*“Your design shines! The activities are very teachable, in a logical order that is approachable to the students and they cover a great deal of information.”*

Karen Davis-Ernst, Teacher,  
 Bakersfield, California

Milestones has **EVERYTHING** you need to help your students succeed!

Research-based Learning Strategies

Clearly defined Objectives and Focus Questions direct student learning.

Academic Vocabulary and Academic Content are introduced for support across all disciplines.

Reading Strategies and Academic Vocabulary are clearly introduced and practiced to assist in comprehension.

Before Reading 1

CHAPTER 1

**Objectives**

**Reading Strategies**  
Visualize; Ask questions

**Listening and Speaking**  
Role-play an interview

**Grammar**  
Learn the simple present tense of **be** and the present progressive tense

**Writing**  
Descriptive writing; Write a paragraph about a place

**Chapter Focus Question**  
How do families teach us about ourselves?

**Reading 1 Literature**  
Short story  
*My Korean Name*  
by Leonard Chang

**Reading 2 Content: Social Studies**  
International text (adapted)  
**HOME LIFE IN ANCIENT GREECE**  
by Melanie Ann Apel

**Build Background**  
**Calligraphy**

The grandfather in "My Korean Name" is a calligraphy artist. Calligraphy is an art from Asia. It is hundreds of years old. It is an important part of many Asian cultures. Calligraphy artists use a brush and ink to write beautiful "characters." These characters are pictures or letters that stand for words.

Use your finger to trace the character for mother.

媽

**Academic Vocabulary**

visualize	conclusion
image	recognize

**Academic Content**

Korean culture  
History of ancient Greece

*My Korean Name*

**About the Reading**

You are going to read a short story about a Korean-American boy and his grandfather.



**Use Prior Knowledge**  
**Tell About Your Experience**

The boy in "My Korean Name" speaks English. His grandfather speaks Korean. It is difficult for them to communicate. Think about a time you tried to communicate with someone who did not speak your language.

- Who did you try to communicate with?
- Did you understand this person? Did he or she understand you?
- Why did you need to communicate with



**Academic Vocabulary**  
Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize verb	to make a picture in your mind	When I am homesick, I visualize my mother cooking in our kitchen.	
image noun	a picture you make in your mind	I often have an image in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

Reading 1  
Literature

## My Korean Name

by Leonard Chang

1 My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the attic so that he had his own room.


2 He wore traditional Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish snacks that smelled up everything. He coughed a lot.

3 My grandfather spoke only Korean, so I never understood what he was saying. He scared me. I had never seen anyone so old so close.

4 "Take this tea up to your halabogee," my mother told me soon after he had moved in.

5 "I don't want to," I said.

6 "He's your grandfather," she scolded. "Be nice to him."



**Reading Strategy**

**Visualize** Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?

**Reading Check**

- Recall facts Where does the grandfather live? What language does the grandfather speak? What language does the boy speak?
- Recall facts What language does the grandfather speak? What language does the boy speak?
- Explain How does the boy feel? Why?

attic: room or space below the roof of a house

snacks: small amounts of food eaten between meals

halabogee: Korean word for grandfather






scolded: told someone in an angry way that he or she did something wrong

**Reading Strategy**  
**Visualize**

When you visualize, you make an image of something in your mind. You also think about what you hear, taste, smell, and feel. Visualizing helps you enjoy the story more.

As you read "My Korean Name," visualize the story.

- After you read each paragraph, close your eyes. Make images in your mind of people and things in the story.
- Look at each paragraph again. Find the words that helped you visualize the paragraph.
- Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.

see	hear	taste	smell	feel
				

**Checkpoint**

Explain the word visualize to a partner. Use your own words.

Reading Checks verify comprehension.

Checkpoints ensure students are on the road to skills and standards mastery.

Milestones has **EVERYTHING** you need to help your students succeed!

**Systematic Vocabulary Instruction**

Milestones includes three opportunities for vocabulary **instruction, practice,** and **assessment** in EVERY chapter.

- ✓ **Academic Vocabulary**—for cross-curricular support
- ✓ **Vocabulary from the Reading**—for reading comprehension
- ✓ **Vocabulary Development**—for strategies inside and outside of the classroom

*Introduce*

**Academic Vocabulary**



visualize	conclusion
image	recognize

**Academic Content**

Korean culture  
History of ancient Greece

*Instruct*






**Academic Vocabulary**  
Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize <small>verb</small>	to make a picture in your mind	When I am homesick, I visualize my mother cooking in our kitchen.	
image <small>noun</small>	a picture you make in your mind	I often have an image in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

*Practice*


3. Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.

see 	hear 	taste 	smell 	feel 

*Assess*

<b>Academic Vocabulary</b>	What do these academic vocabulary words mean? • <b>image, visualize</b> • <b>conclusion, recognize</b>	7 14
----------------------------	--	---------

*“...one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms.”*



*Robert J. Marzano  
(Milestones Vocabulary Advisor)  
and Debra J. Pickering, 2005*

## Embedded Assessment

Milestones provides explicit and systematic instruction to ensure proficiency and mastery of skills and standards with numerous opportunities to monitor progress.

### Here's how it works:

#### ✓ Checkpoint

Explain the word **visualize** to a partner. Use your own words.

◀ “**Checkpoints**” on Student Edition pages keep students on track to meeting skills and standards.

#### ✓ Reading Check

1. **Recall facts**  
Where does the grandfather live?
2. **Recall facts** What language does the grandfather speak? What language does the boy speak?
3. **Explain** How does the boy feel? Why?

◀ “**Reading Checks**” help build reading comprehension and reading skills.

▼ “**Progress Checks**” provide a snapshot of all skills and standards introduced in the chapter and offer re-teaching suggestions to make certain that students are on the right track to mastery.

▼ “**Assessment Practice**” at the end of every chapter assesses chapter content and introduces students to the formats of standardized exams.



UNIT 1 • CHAPTER 1

### Progress Check



How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary From the Readings	What do these words mean? • <b>annoyed, scare, surprised, traditional, wise</b>	6
	• <b>belong, role, tradition</b>	16
Academic Vocabulary	What do these academic vocabulary words mean? • <b>image, visualize</b>	7
	• <b>conclusion, recognize</b>	14
Reading Strategies	How can <b>visualizing</b> help you understand a reading?	7
	Why is it good to <b>ask questions</b> when you read?	16

#### Assessment Practice

Read this descriptive passage. Then answer Questions 1 through 4.

##### A Summer Visit

- 1 Every summer, my cousins come to visit us. Before they arrive, my sister and I have to clean our room. At first, I am always annoyed that I have to clean. Then my mother reminds me that my cousins are staying for two weeks. I imagine the fun we always have. I can see us in the park. We are playing soccer. At home, we are watching movies.
- 2 This year, my cousins arrive in the afternoon on the train. When Maya gets off the train, I am surprised to see how tall she is. She is one year younger than me, but now she is a lot taller. I feel short and a little shy as we walk home. When we arrive at our apartment, we first start cooking tamales,

Complete assessment and remediation support!



# MilestonesTracker

## Online Assessment and Remediation Tool



LEVEL: Proficiency: pre-literacy to transition  
 Interest: middle school/high school  
 Readability (by grade): 0 – 8  
 Introductory: 0 – 4      Level B: 5 – 7  
 Level A: 4 – 6              Level C: 6 – 8

Lexile scores available upon request

*MilestonesTracker* is a groundbreaking online assessment and remediation system for use with Heinle’s new *Milestones* learning program. Powered by *MyELT*, *MilestonesTracker* evaluates, re-teaches, and reinforces the skills and concepts taught in each chapter of the *Milestones* textbooks.

*MilestonesTracker* offers:

- ▶ Fully automated, interactive, **online assessment and remediation support**
- ▶ **Customized student learning paths** for all unmastered skills and standards
- ▶ **Extra practice activities** to enhance skills and standards knowledge
- ▶ **At-a-glance state standards** reporting for teachers

Here’s how it works:

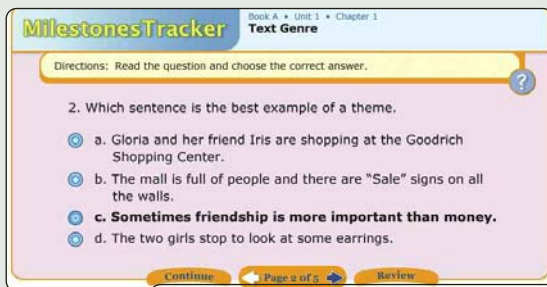
### For the teacher:

Teachers can generate individual student or full classroom standards and skills mastery reports, as well as district level reports.

Performance Summary		
Mrs. Juanita Sanchez Washington High School		
ESOL 1	Total Students: 18	
Term:	Fall 07	
Learning Objective	# Students Proficient	Class Average
R.4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	18	87.8%
R.4.2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	17	86.7%
R.4.2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	14	83.9%
W.4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	17	86.7%

### For the student:

**Assess:** Students take a test online.



**Evaluate:** Students see an instant graded report and a list of unmastered skills and standards.

Q#	Ans	Skill	State Standard
1	b) is reading ✓	Grammar	CA 3.R.1.3:—Read about narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
2	b) drinking ✗	Grammar	CA 3.R.1.3:—Read about narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
3	b) the kitten ✗	Writing Conventions	CA 3.EC.1.5:—Punctuate dates, city and state, and titles of books correctly.
4	a) Family was the center of ancient Greek life. ✓	Reading Comprehension	CA 3.R.2.5:—Distinguish the main idea and supporting details in expository text.
5	b) Family provided food and shelter for its ✓	Reading Strategy	CA 3.R.2.3:—Demonstrate comprehension by identifying answers in the text.



**Re-Teach:** Students receive immediate reteaching of EVERY skill or standard not mastered.

**Reinforce:** Students then receive extra practice on all skills and standards missed.

**Outstanding phonics and language development support!**

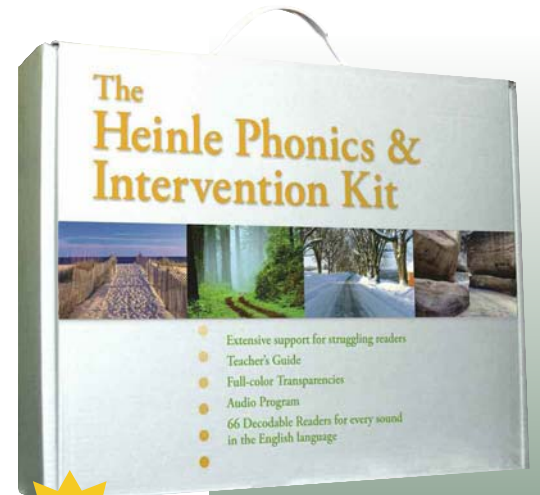
# THE HEINLE PHONICS & INTERVENTION KIT

**LEVEL:** Proficiency: pre-literacy to low-beginning  
Interest: middle school/high school  
Readability (by grade): 0 – 3

Lexile scores available upon request

*The Heinle Phonics & Intervention Kit* provides extensive phonics and phonemic awareness support for pre-literacy and newcomer students as well as for struggling readers. The kit can be used as a stand-alone program or as a supplement to other Heinle programs for differentiated instruction in multi-level classrooms.

- ▶ The kit offers **extensive support and strategies** for struggling readers.
- ▶ **66 Decodable Readers** with 9,000 words of decodable text provide instruction and practice of all sounds in the English language.
- ▶ **Four-color Transparencies** represent visual interpretations of each sound.
- ▶ A **Teacher's Guide** includes pacing options, practice activities, and assessments for everything taught in the kit.
- ▶ The **Audio Program** features support of every sound introduced and practiced on the Transparencies.



**NEW!**

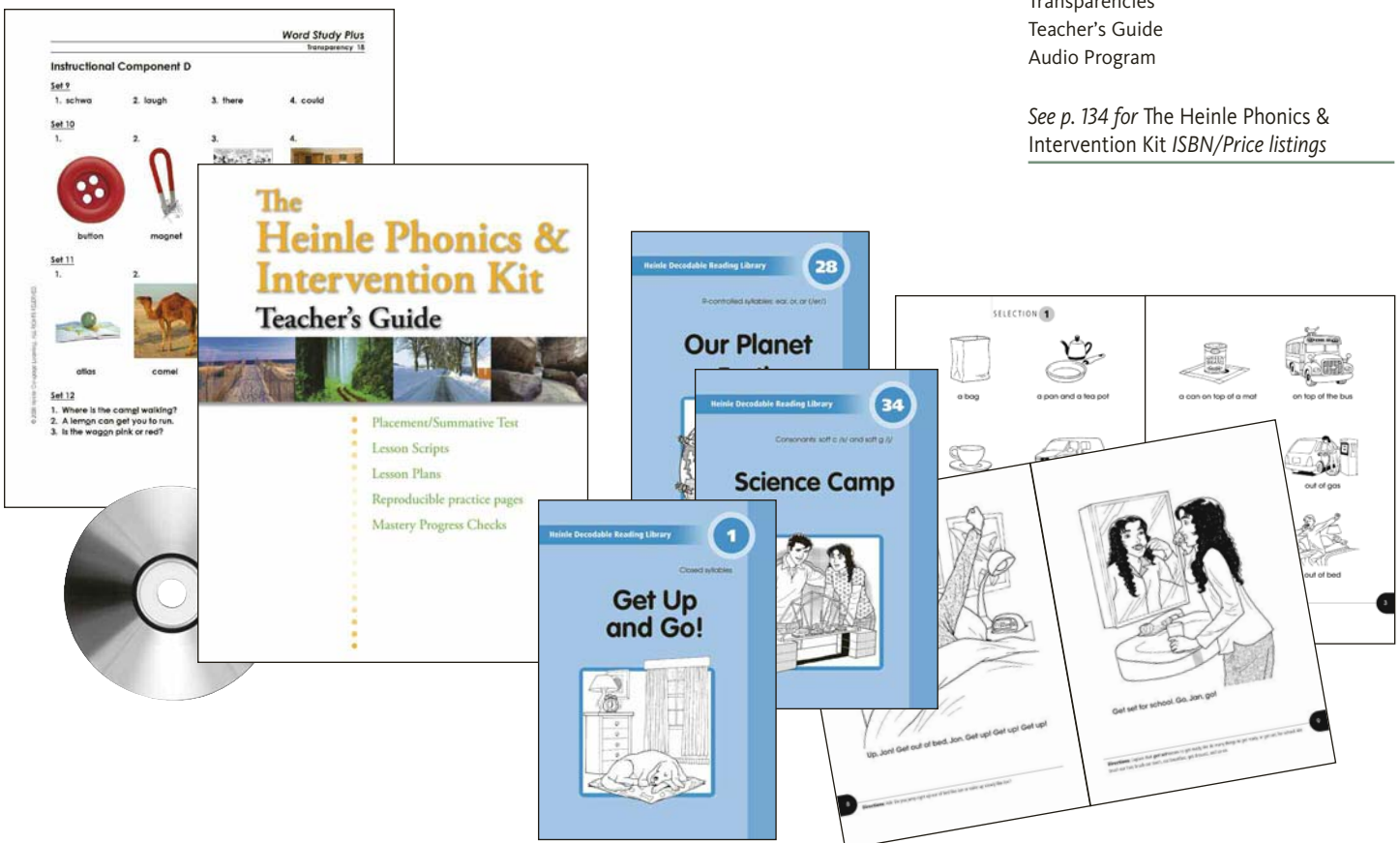
Based on current and confirmed research!



## COMPONENTS

- 66 Decodable Readers
- Transparencies
- Teacher's Guide
- Audio Program

See p. 134 for The Heinle Phonics & Intervention Kit ISBN/Price listings



*From pre-literacy to transition, Visions has it all!*

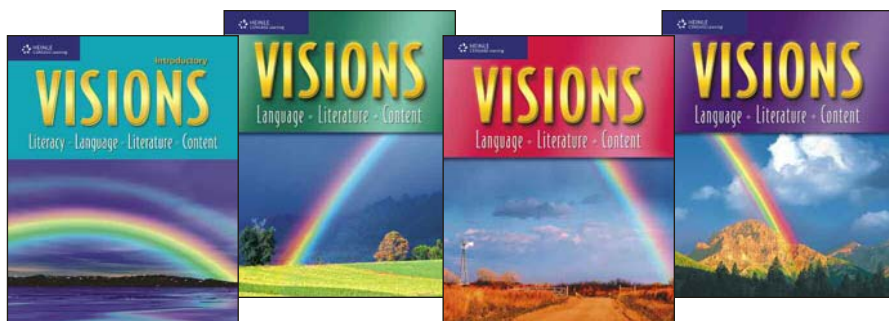
## VISIONS Intro – C Literacy, Language, Literature, Content

Mary Lou McCloskey, Lydia Stack, Jill Korey O’Sullivan, Christy M. Newman

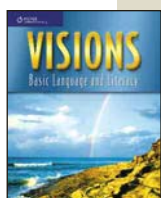
**LEVEL:** Proficiency: pre-literacy to transition  
Interest: elementary/middle/high school  
Reading (by grade): 0 – 6

*Visions*, Heinle’s best-selling language development and reading program, supports students from pre-literacy through transition into mainstream classrooms. Using the Into, Through, Beyond methodology (shown on the following page), *Visions* helps guide your students through every lesson to ensure skills development and academic success!

- ▶ **Intro level** for non-schooled and low-beginning students provides systematic language development, as well as instruction in phonics and phonemic awareness.
- ▶ **High-interest, level appropriate literature and content readings** motivate students.
- ▶ **Scaffolding throughout all four books** follows a three-pronged approach to reading and meeting the standards: Into, Through, and Beyond.
- ▶ **Writing activities** reinforce and recycle strategic skills.
- ▶ **Assessment CD-ROMs with ExamView®** test-generating software are aligned with state standards and state exams—and help teachers teach for remediation.
- ▶ **Staff Development Handbook and Video** allow for easy program implementation.
- ▶ **Student CD-ROMs** offer extra, interactive skills practice.



*Correlated to most state standards!*



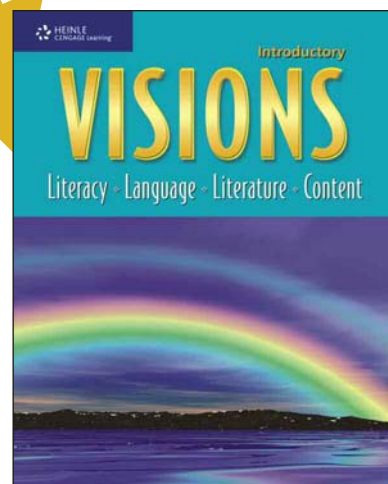
Need a shorter option? Choose **Visions Basic**.

**Caroline Linse, Jane A. Yedlin**

*Ideal for:*

- ✓ intensive programs
- ✓ remediation
- ✓ summer school
- ✓ tutoring

Now featuring  
Grammar Café!



Proven to improve  
scores!



### SERIES COMPONENTS

**For students:**

- Student Editions
- Activity Books
- Student Handbook
- Grammar Practice Books
- Grammar Café, see p. 58
- The Heinle Reading Library, see p. 16
- Student CD-ROMs

**For teachers:**

- Teacher Editions
- Teacher Resource Books
- Teacher Resource CD-ROM
- Assessment CD-ROMs with ExamView®
- Assessment Programs
- Audio CDs
- NEW! Remediation Tool
- Transparencies
- Staff Development Video
- CNN® Video (DVD or VHS)
- Staff Development Handbook
- Placement Test
- NEW! Online In-service
- Grammar Practice Answer Keys

See pp. 142-143 for Visions ISBN/Price listings

[elt.heinle.com/visions](http://elt.heinle.com/visions)

Linked by level to *Visions*, *The Heinle Reading Library* is a great way to introduce your students to independent reading. See pp. 16 – 17.

**Intro:** Clearly defined objectives and background-building activities help students access reading.

**CHAPTER 4**  
**The Solar System**  
an excerpt from a textbook

**Objectives**  
**Reading** Summarize information as you read an excerpt from a textbook.  
**Listening and Speaking** Paraphrase to recall information.  
**Grammar** Identify superlative adjectives.  
**Writing** Outline an informational text.  
**Content** Science: Compare planet orbits.

**World Background**  
**Solar System**  
 Our solar system is made up of the sun and all the objects that move around the sun. The sun is a star in the center of the solar system. Nine planets move around the sun. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.  
**Content Connection**  
 Smaller objects called comets and asteroids also move around the sun.

**Use Prior Knowledge**  
**Summarize What You Know on a Chart**  
 The reading selection in this chapter gives information about three planets: Mercury, Venus, and Mars.  
 1. On a piece of paper, complete a KWL (Know, Want to Know, Learned) Chart like the one here.  
 2. In the first column, list what you know about each of these three planets. In the second column, list what you want to know.  
 3. After you read the selection, list what you learned about each of these planets in your KWL Chart.

	What I Know	What I Want to Know	What I Learned
Mercury	it is close to the sun.		
Venus		Could humans live there?	
Mars			

**Build Vocabulary**  
**Use Different Resources to Find Meaning**  
 A resource is a tool that can help you research and find information.  
 1. A **table of contents** is a list of the sections or chapters of a book. It tells the page numbers where the section begins. Use the table of contents of this book to locate two favorite selections you read.  
 2. A **glossary** is a part of a book that gives the meanings of words. In this book, a glossary can be found at the bottom of each page of the reading selections. Find the word group in the glossary on page 330 of this book.  
 3. A **thesaurus** or **synonym finder** are books that you can use to find synonyms (words with similar meanings, such as *glad* and *happy*). Use a thesaurus or synonym finder to find a synonym for *use*.  
 4. You can use the Internet to find a dictionary or a thesaurus. Type the keyword *dictionary* or *thesaurus* in a search engine to get started. Use a dictionary or the Internet to find the pronunciation of *system*.

Six other missions visited the moon after that to explore, collect samples, and do experiments. Space probes that orbit Earth without crews are very different from the probes that orbit much farther away. In this lesson you will learn how being in the solar system affects the inner planets.

**Summarize Information**  
 Summarize only the ways that people have learned about the planets in the solar system.

**Word Study**  
**Recognize Words and Sounds with the Spelling oo**  
 Some English words have two written vowels, but they are pronounced as one sound. The letters *oo* in the word *ooze* are a diphthong. *ooze* contains two vowels, yet you pronounce only one sound. It is only one syllable.  
 In English, *oo* is pronounced one of two ways. These two different sounds can be heard in the words *ooze* and *good*. You must learn which way to pronounce *oo* for each word you read.  
 1. With a partner, pronounce each word in the chart. Use a dictionary to help you.  
 2. If you do not know the meanings of any of the words, use a dictionary and write the words' meanings in your Personal Dictionary.

Words Pronounced Like <i>ooze</i>	Words Pronounced Like <i>good</i>
cool	took
school	look
boat	book
root	cook
	foot

2. Choose two *oo* words and write a sentence using each word.

**From Reading to Writing**  
**Outline an Informational Text**  
 An outline shows the main ideas and supporting details in a text. Use Roman numerals (I, II, III, etc.) for main ideas. Use capital letters for subtopics, and use numbers for details.  
 1. With a partner, reread aloud paragraphs 7 and 8. Adjust your reading rate so that you can outline as you read. Read more slowly.  
 2. On a piece of paper, copy and complete this outline.  
 3. Use a computer to prepare and print your final outline.  
 4. Compare and contrast your outlines.

**Across Content Areas**  
**Compare Planet Orbits**  
 Read the list below. It shows about how long it takes for each planet to orbit around the sun in Earth years.  
 Mercury 88 days    Venus 224 days  
 Earth 1 year    Mars 2 years  
 Jupiter 12 years    Saturn 30 years  
 Uranus 84 years    Neptune 165 years  
 Pluto 247 years  
 Note: There are about 365 days in 1 Earth year.  
 1. Which planet orbits around the sun in the shortest amount of time?  
 2. Which planet orbits around the sun in the longest amount of time?  
 3. Is Neptune closer to or farther from the sun than Venus? How do you know?  
 Work with a partner to write a news story about travel to other planets. Write a title and two paragraphs to organize your news story. Revise it as you correct spelling and grammar mistakes.

**Beyond:** Word study, grammar, writing, and cross-content activities reinforce and extend skills introduced through the readings.

Visions offers online solutions for teachers and students!

**Learning Focus**  
 Matt Gardner  
 Thomson ELT  
 Basic English  
 Francisco Echevarria

State Standard	# Items	Average	Points	%	50%	100%
ELA 4 N4	30	40%	12/30			
ELA 6 RW 1.4	8	82.5%	6/8			
ELA 6 WC 1.4	16	82.5%	10/16			
ELA 6 ID 1.2	2	50%	1/2			
ELD RF 5	18	16.7%	3/18			
ELD RW 6	10	40%	4/10			
ELD RW 7	6	50%	3/6			
ELD RW 8	8	52.5%	5/8			
ELD WR 3	2	50%	1/2			

Note: The shaded area shows the performance for the median 10% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (10%) and lower 3 scores (10%) would not be included. The range of scores for the 10th percentile (10%) would be represented. The shaded area indicates your student performance. Use the graphs to see how your performance compares to your class. For research, the data are averaged across all of the shaded areas. Your performance in the graph range for your class. If the shaded area is halfway out, student scores are low.

**VISIONS A, B, and C Staff Development Video**

Video Clips 2: Integrated Content & Content Connections

VISIONS

Privacy Policy | Terms and Conditions | Contact Us

For virtual tours of the Visions Remediation Tool and Visions Online In-Service visit [elt.heinle.com/visions](http://elt.heinle.com/visions)

**NEW!** Visions Remediation Tool offers a better—and easier—way to assess skills and standards mastery and provide instant remediation.

Visions Online In-Service trains new and seasoned teachers to use the complete Visions program effectively, including how to integrate each component.

**A great way to introduce your students to the joys of independent reading!**

## THE HEINLE READING LIBRARY

The *Heinle Reading Library* includes five collections of readers that feature high-interest works of fiction, non-fiction, and adapted literary classics. Written for newcomer through advanced students, the collection helps students practice and expand reading skills, develop fluency, and meet independent reading standards.

The Heinle Reading Library:

### MINI-READER COLLECTION



**LEVEL: Proficiency: newcomer to low-beginning Reading (by grade): 1 – 3**

The *Heinle Reading Library: Mini-Reader Collection* consists of ten lively, contemporary stories designed for students to practice sounds, letters, grammar, and vocabulary in new contexts. Features include color photos on every page, built-in worksheets, and audio recordings of every reader. Linked by level to *Visions Intro*.

---

Readers  
Audio CDs

---

The Heinle Reading Library:



### MILESTONES INTRODUCTORY READING LIBRARY



**LEVEL: Proficiency: newcomer to low-beginning Reading (by grade): 1 – 3**

The *Milestones Introductory Reading Library* contains 21 leveled readers correlated to the themes in *Milestones Introductory*. These colorful, high-interest, low-level readers are a perfect compliment to *Milestones Introductory*. Independent reading support aids reading fluency while full-color illustrations on each page increase reading comprehension.

---

Readers

---

Lexile scores available upon request.

The Heinle Reading Library:

### BIOGRAPHY COLLECTION



**LEVEL: Proficiency: beginning to advanced Reading (by grade): 3 – 7**

This latest addition to *The Heinle Reading Library* teaches students the life stories of great American heroes while enhancing reading skills. By providing students with this important foundation, *The Heinle Reading Library: Biography Collection* offers a unique approach to teaching American culture while expanding fluency.

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Readers  
Audio CDs

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The Heinle Reading Library:

### ACADEMIC CONTENT COLLECTION



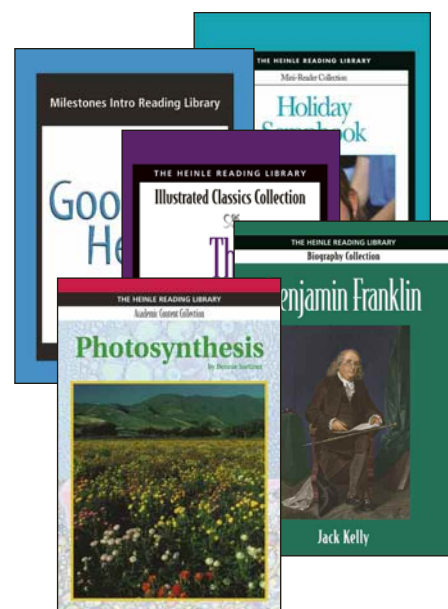
**LEVEL: Proficiency: beginning to advanced Reading (by grade): 3 – 7**

Featuring full color photos and organizational aids such as diagrams, graphs, and maps, the *Academic Content Collection* helps students master non-fiction reading. It includes three levels of expository readers designed to introduce academic language for independent, extensive reading. The readers are linked by level to *Visions A, B, and C* and are supported by workbooks, audio CDs, and a Teacher Guide.

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Readers  
Workbooks  
Audio CDs  
Teacher Guide with reproducible Masters

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The Heinle Reading Library:

### ILLUSTRATED CLASSICS COLLECTION



**LEVEL: Proficiency: beginning to advanced Reading (by grade): 3 – 7**

Popular with students and teachers, *The Heinle Reading Library: Illustrated Classics Collection* helps English language learners access the world's greatest literature through three leveled collections of adapted literary classics. Each book helps students practice and expand reading skills, develop fluency, and meet independent reading standards.

- ▶ **Adapted classic literature** gives students opportunities for independent, extensive reading.
- ▶ **Full-page illustrations** on every other page reinforce the facing page narrative.
- ▶ **Linked by level to *Visions* and *Milestones***, each reader can also be used as a stand-alone product.
- ▶ **Workbooks and Audio CDs** help build comprehension and practice skills.

---

Readers  
Workbooks  
Audio CDs  
Teacher Guide

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## The Heinle Reading Library by level

Newcomer/ Low-beginning	Level A (Beginning/Early-intermediate)	Level B (Intermediate)	Level C (Early-advanced)
<p><b>Mini-Reader Collection</b></p> <p><i>First Day of School</i>  <i>Here is My Family</i>  <i>After School Work</i>  <i>Teenagers in the Morning</i>  <i>Saturday Afternoon</i>  <i>Friends at Lunch</i>  <i>Working at the Supermarket</i>  <i>Career Day at School</i>  <i>Holiday Scrapbook</i>  <i>Joel's Senior Yearbook</i></p> 	<p><b>Biography Collection</b></p> <p><i>Benjamin Franklin</i>  <i>Clara Barton</i></p> 	<p><i>Eleanor Roosevelt</i>  <i>Jackie Robinson</i></p> 	<p><i>Martin Luther King, Jr.</i>  <i>George Washington</i>  <i>Babe Ruth</i></p> 
<p><b>Milestones Introductory Reading Library</b></p> <p><i>Bad Dog? Good Dog!</i>  <i>Go Jimmy Go!</i>  <i>Goodbye, Hello!</i>  <i>I Always Win!</i>  <i>My Mom, The Movie Star</i>  <i>No, You Can't!</i>  <i>Old Boat, New Boat</i>  <i>Quiz Night</i>  <i>Singer Wanted</i>  <i>SK8 for Jake</i>  <i>Slam Dunk for Mark</i>  <i>The Bear's Mouth</i>  <i>The Cave</i>  <i>The Golden Monkey</i>  <i>The New Guitar</i>  <i>The Shipwreck</i>  <i>The Tickets</i>  <i>Think Daniela!</i>  <i>Trouble at the Zoo</i>  <i>Where's Lorena?</i>  <i>Who's Best?</i></p> 	<p><b>Academic Content Collection</b></p> <p><i>The Pilgrims</i>  <i>Rain Forests</i>  <i>The Solar System</i>  <i>The Hopi</i>  <i>How Do I Become a Firefighter?</i>  <i>Frida Kahlo</i></p> 	<p><i>Arctic</i>  <i>The Oregon Trail</i>  <i>Space Travel</i>  <i>Anne Frank</i>  <i>Alexander Graham Bell</i>  <i>Photosynthesis</i></p> 	<p><i>Dolphins</i>  <i>Life in a Cave</i>  <i>The Navajo</i>  <i>The Statue of Liberty</i>  <i>Tony Hawk</i>  <i>Energy</i></p> 
	<p><b>Illustrated Classics Collection</b></p> <p><i>The Legend of Sleepy Hollow</i>  <i>Aesop's Fables</i>  <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>  <i>The Red Badge of Courage</i>  <i>The Invisible Man</i>  <i>Moby Dick</i>  <i>Dracula</i>  <i>The Phantom of the Opera</i>  <i>Tales of Mystery and Terror</i>  <i>The Three Musketeers</i>  <i>The Time Machine</i>  <i>The Adventures of Tom Sawyer</i>  <i>The Adventures of Huckleberry Finn</i>  <i>Sherlock Holmes and the Case of the Hounds of the Baskervilles</i>  <i>Pollyanna</i>  <i>Jane Eyre</i></p> 	<p><i>Treasure Island</i>  <i>David Copperfield</i>  <i>Ivanhoe</i>  <i>Journey to the Center of the Earth</i>  <i>Pride and Prejudice</i>  <i>The Call of the Wild</i>  <i>Oliver Twist</i>  <i>Anne of Green Gables</i>  <i>The Man in the Iron Mask</i>  <i>Heidi</i>  <i>The Secret Garden</i>  <i>The Mutiny on the HMS Bounty</i>  <i>King Arthur and the Knights of the Round Table</i>  <i>The House of the Seven Gables</i>  <i>The Prince and the Pauper</i>  <i>The Merry Adventures of Robin Hood</i></p> 	<p><i>The Adventures of Sherlock Holmes</i>  <i>The Swiss Family Robinson</i>  <i>20,000 Leagues Under the Sea</i>  <i>Black Beauty</i>  <i>Little Women</i>  <i>A Christmas Carol</i>  <i>The Count of Monte Cristo</i>  <i>The Wind in the Willows</i>  <i>Great Expectations</i>  <i>White Fang</i>  <i>Rebecca of Sunnybrook Farm</i>  <i>The War of the Worlds</i>  <i>A Little Princess</i>  <i>Gulliver's Travels</i>  <i>The Hunchback of Notre Dame</i>  <i>A Tale of Two Cities</i>  <i>Frankenstein</i></p> 

**Sold in 25-Packs and complete Library Sets** See pp. 134-136 for The Heinle Reading Library ISBN/Price listings

**High-interest, low-level graded readers offer extensive and independent reading opportunities!**

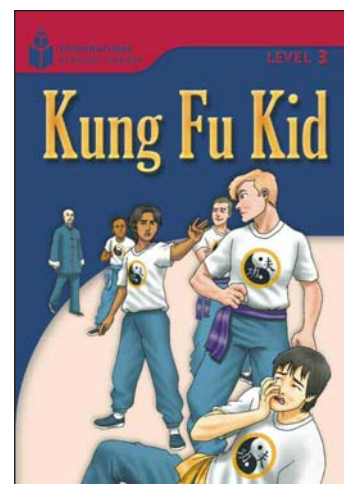
## FOUNDATIONS READING LIBRARY

Rob Waring, Maurice Jamall

LEVEL: low-beginning to beginning

*Foundations Reading Library* is a series of colorful, high-interest, low-level readers written for grades 6 – 12. Carefully sequenced vocabulary and grammar are presented contextually through the adventures of a group of teens living in a small U.S. town.

- ▶ **Seven levels, with six readers per level**, are graded by vocabulary words.
- ▶ **Full-color illustrations** on each page support comprehension.
- ▶ **Adventure, drama, detective, and romance stories** capture teens' interest.
- ▶ **Systematic recycling** and extension of vocabulary, phrases, and expressions throughout each reader and across the collection.
- ▶ **Carefully-controlled grammar** points cover those most typically taught at the low level.
- ▶ **Opportunities for reading practice** and building reading fluency.
- ▶ **Activity Books** (including tests), **Lesson Planners**, and an **Audio Program** for each level are available.



Perfect for reading intervention!



### SERIES COMPONENTS

- Readers (single titles or collection volumes)
- Activity Books
- Audio (CDs or Tapes)
- Lesson Planners
- Level Collection Volumes

Sold in 25-Packs and complete Library Sets

See pp. 131-132 for Foundations Reading Library ISBN/Price listings and packaging options

### Graded at seven vocabulary levels, with six readers per level

Level One	Level Two	Level Three	Level Four	Level Five	Level Six	Level Seven
<i>Sarah's Surprise</i>	<i>Sk8 for Jake</i>	<i>Slam Dunk for Mark</i>	<i>I Spy</i>	<i>Who's Best?</i>	<i>The Lost Wallet</i>	<i>Let's Party!</i>
<i>Goodbye, Hello</i>	<i>The New Guitar</i>	<i>Kung Fu Kid</i>	<i>Go Jimmy Go!</i>	<i>The Big Test</i>	<i>No, You Can't!</i>	<i>Do It!</i>
<i>Rain! Rain! Rain!</i>	<i>Trouble at the Zoo</i>	<i>A Good Friend</i>	<i>Do I Tell?</i>	<i>Where's Lorena?</i>	<i>Does He Love Me?</i>	<i>My Mom, the Movie Star</i>
<i>Bad Dog? Good Dog!</i>	<i>Singer Wanted</i>	<i>Quick Thinking</i>	<i>Lost at Sea</i>	<i>Boys vs. Girls</i>	<i>A Helping Hand</i>	<i>The Secret Tunnel</i>
<i>Get the Ball!</i>	<i>Old Boat, New Boat</i>	<i>I Always Win!</i>	<i>The Shipwreck</i>	<i>Think Daniela!</i>	<i>Trouble at Sea</i>	<i>Love Online</i>
<i>The Tickets</i>	<i>The Cave</i>	<i>Quiz Night</i>	<i>Mystery on the Island</i>	<i>The Bear's Mouth</i>	<i>The Old Promise</i>	<i>The Golden Monkey</i>

Level collections containing all six stories in one volume are also available! See pp. 131-132 for details.

*Read, Listen, and Watch!*

# FOOTPRINT READING LIBRARY

Rob Waring

LEVEL: early-intermediate to transition

The *Footprint Reading Library* is a unique collection of graded content readers designed to help students develop language and reading skills. Featuring audio recordings of each reader, as well as video from National Geographic Digital Media, students can read, listen, and watch for full skills support.

**READ**



**LISTEN**

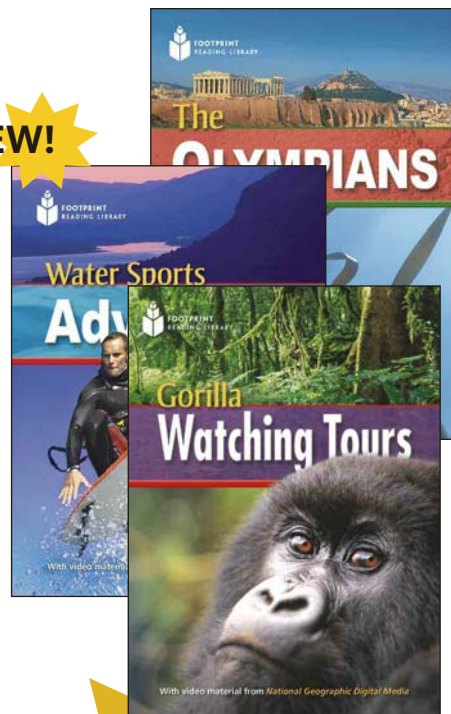


**WATCH**



- ▶ **Photographs and organizational aids** such as diagrams, graphs, tables, maps, and charts assist students in reading non-fiction and expository readings.
- ▶ **Activities integrated into each reader** aid comprehension and help apply information.
- ▶ **“After You Read”** and **Assessment Reading** sections at end of each book assess comprehension and recycle key vocabulary and concepts.
- ▶ **Audio recordings of EVERY reader** help develop pronunciation, intonation and listening skills.
- ▶ **Video from National Geographic Digital Media** motivates students and aids in visual learning.

**NEW!**



Featuring video from National Geographic Digital Media!

Wind power is something that's easily found in the gorge which divides Washington and Oregon. That makes the Columbia River Gorge one of the best places in the world to kiteboard. However, for inventor Cory Roeseler, the gorge is more than just a place to have fun; it's a place where he can test his new inventions.

Roeseler has always loved water sports. When he was a teenager, he was the first person to 'test pilot,' or try out, the sport of kite-skiing. Usually, people water-ski behind a boat. However, Roeseler decided to use wind power to ski behind a kite. It worked! Later, he became a mechanical engineer. Then, in the 1990s, he invented and designed a lot of water sports equipment. Eventually, he became famous in the area of water sports.

**Sequence the Events**

What is the correct order of the events? Write numbers.

\_\_\_\_\_ invented water sports equipment

\_\_\_\_\_ became famous

\_\_\_\_\_ was a test pilot for kite-skiing

\_\_\_\_\_ became mechanical engineer

**SERIES COMPONENTS**

- Readers
- Audio CDs
- DVDs (with videos from National Geographic Digital Media)
- Teacher's Manuals
- Assessment CD-ROMs with ExamView®

See pp. 130-131 for Footprint Reading Library 25 pack and complete library set pricing. Contact your Heinle sales representative for other packaging options.

This series is grouped by vocabulary level into five themes for easy curriculum integration:

- Incredible Animals*
- Fascinating Places*
- Remarkable People*
- Exciting Activities*
- Amazing Science*



For a complete list of titles by theme, see pp. 130-131.



## THE CLASSIC GRAPHIC NOVEL COLLECTION

Brigit Viney

LEVEL: intermediate

*The Classic Graphic Novel Collection* is a revolutionary new series of graphic novels which re-tells classic literature for learners of English. Graded at the intermediate level, the fresh blend of accessible storytelling and captivating artwork ensures that students will want to return to these stories time and again.

- ▶ Graded at the intermediate level, the series is great for **exam preparation**.
- ▶ An **Audio CD** for each text offers full recordings of the story featuring professional actors.

### SERIES COMPONENTS

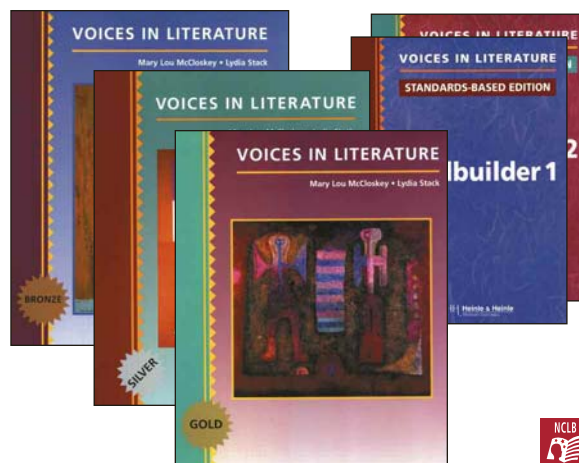
Readers  
Audio CDs

[elt.heinle.com/classicalcomics](http://elt.heinle.com/classicalcomics)



### The Classic Graphic Novel Collection

*Frankenstein*  
*Great Expectations*  
*Henry V*  
*Macbeth*



## VOICES IN LITERATURE Bronze, Silver, Gold

Mary Lou McCloskey, Lydia Stack

LEVEL: Proficiency: beginning to advanced  
Interest: middle/high school  
Reading (by grade): 4 – 8

*Voices in Literature* integrates authentic literature and fine art illustrations with rich, active, and interactive classroom learning experiences. English learners will develop listening, speaking, reading, and writing abilities for use in their daily lives and in grade level academic work.

- ▶ **Student texts feature rich, engaging literature** in a broad range of themes.
- ▶ **Skillbuilders** provide support in literacy, phonics, grammar, usage, mechanics, and writing with plenty of opportunities for practice.
- ▶ **Student Journals** offer expanded writing opportunities, enhanced lesson activities, and exciting end-of-selection projects to ensure that multiple skills are addressed.
- ▶ **Teacher's Guides** provide standards and skills at-a-glance charts, multilevel teaching options, and more.
- ▶ **Assessment Package** offers summative and cumulative assessment instruments with end-of-unit and final tests.

### SERIES COMPONENTS

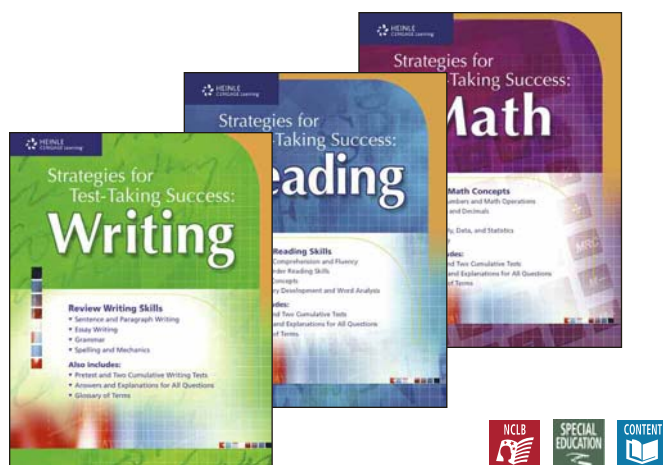
#### For students:

Student Editions  
Skillbuilders  
Student Audio Tapes

#### For teachers:

Teacher's Guides  
Student Journals with Activity Masters  
Assessments  
Skillbuilder Listening & Speaking Audio Tapes  
Teacher's Guide to Using the Heinle ESL/ELD Program

For integrated skills instruction incorporating content areas, see *Making Connections*, p. 22.



## STRATEGIES FOR TEST-TAKING SUCCESS: WRITING, READING, MATH

Christy M. Newman, Judith Diamond

LEVEL: Proficiency: early-intermediate to transition  
Reading (by grade): 3 – 6

*Strategies for Test-Taking Success* is an innovative test preparation series designed to help all students develop effective test-taking skills and strategies, regardless of their English language proficiency or academic level. Each book in the *Strategies* series focuses on a major testing discipline.

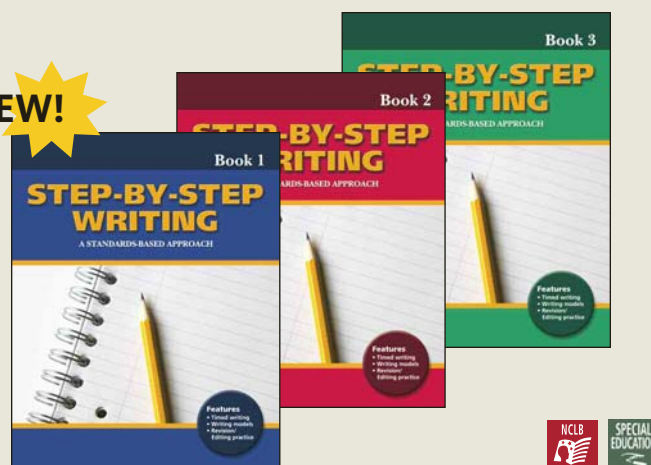
- ▶ Effective multi-level instruction provides **scaffolding for foundational skills** while teaching and practicing advanced ones.
- ▶ **Accessible language** with concrete examples and practical activities support and clarify concepts, while higher order thinking skills are developed.
- ▶ Preparation materials represent a **matrix of skills and standards** common to all secondary standardized tests.
- ▶ **Pretest** helps teachers evaluate students' current skills and record areas of need on a Skill Chart.
- ▶ **“Keys to Understanding”** highlights signal words, questions, and special test-taking pointers.
- ▶ After each lesson, a **practice section reviews skills**, progressing from controlled and supported to productive and open-ended.
- ▶ **Review Tests** and **two Cumulative Practice Tests** simulate real tests and real test questions.
- ▶ **ExamView® test-generating software** allows teachers to create tests in minutes, giving students additional practice opportunities.
- ▶ *Strategies for Test-Taking Success* can be used to **assess students' mastery of content standards**, and for **re-teaching and remediation**.

### SERIES COMPONENTS

Student Editions

*Strategies for Test-Taking Success* series: Assessment CD-ROM with ExamView®

NEW!



## STEP-BY-STEP WRITING 1 – 3

A Standards-Based Approach

Linda Lonon Blanton

LEVEL: beginning to high-intermediate

*Step-by-Step Writing: A Standards-Based Approach* is a three-level series uniquely designed to cover the same genres across all levels. It covers standards-based writing genres, conventions, and organizational strategies. Through a variety of activities, students progress from words to sentences to paragraphs, developing the skills and confidence required for successful composition writing and improved test scores.

- ▶ **Standards-based writing and test-taking skills** are taught through a step-by-step approach with the use of writing models, grammar activities, graphic organizers, revision/editing practice, checklists, and timed writings.
- ▶ **A comprehensive approach to writing** allows teachers to handle a range of ability and proficiency levels while exploring various genres including narrative, expository, technical, persuasive, response to literature, and letters and correspondence.
- ▶ **Teacher's Guide** contains differentiated instruction strategies, additional writing prompts, graphic organizers, and answer keys.
- ▶ **Technology skills** are integrated through online research activities and word processing skills.
- ▶ **Assessment CD-ROM featuring ExamView®** helps teachers create customizable, standards-aligned exams.

### SERIES COMPONENTS

Student Editions

Teacher's Guides

Assessment CD-ROMs with ExamView®



## GO FOR IT! 1 – 4

Second Edition

David Nunan

**LEVEL: Proficiency:**  
beginning to intermediate  
**Interest:**  
elementary/middle/high school  
**Reading (by grade):** 1 – 5

Perfect for summer school, before/after school intervention, community-based English tutoring programs, and dual-language instruction programs, *Go for it!* develops students' vocabulary and language skills with its lively pace, engaging topics, and activities.

- ▶ Strong oral skills development boosts learners' basic interpersonal communication skills.
- ▶ “Strategy Workout” pages offer a study skills approach to vocabulary building and other techniques which enhance learner independence.
- ▶ Reading element is more extensive with a serial story designed to motivate learners and build anticipation from unit to unit.
- ▶ Assessment with ExamView® test-generating software, unit opener posters, and supplementary activity worksheets cut teacher preparation time in half!

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Student Editions  
Workbooks  
Teacher's Editions  
Classroom Audio (CDs or Tapes)  
Posters  
Assessment CD-ROM with ExamView®

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[elt.heinle.com/goforit](http://elt.heinle.com/goforit)



## SHOOTING STARS 1 – 6

**LEVEL: Proficiency:**  
low-beginning to high-intermediate  
**Interest:**  
elementary/middle/high school  
**Reading (by grade):** 1 – 5

*Shooting Stars* is an appealing new six-level English language learning course written specifically to address the needs and interests of young teens. Each book includes four topic-related units that teach vocabulary and language and integrate a motivating and lively episodic story about four teens who form a band. Learners will love following the characters on their various adventures as they overcome obstacles—and perform memorable songs—on their way to stardom.

- ▶ Lessons begin with a variety of readings that introduce the unit's vocabulary and grammar.
- ▶ Task-based, topic-related projects allow students to apply their knowledge in a creative and fun way.

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Student Editions  
Student Audio CDs  
Classroom Audio CDs  
Teacher's Editions  
Assessment CD-ROM with ExamView®

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[elt.heinle.com/shootingstars](http://elt.heinle.com/shootingstars)

### ADDITIONAL K – 12 TITLES

#### BUILDING BRIDGES 1 – 3

Content and Learning Strategies for ESL

Anna Uhl Chamot, J. Michael O'Malley, Lisa Küpper

LEVEL: beginning to advanced

#### LAUNCH INTO READING 1 – 3

LEVEL: intermediate to transition

#### MAKING CONNECTIONS 1 – 3

An Integrated Approach to Learning English

Mary Lou McCloskey, Lydia Stack, Carolyn Kessler, Linda Lee, Mary Ellen Quinn, Jean Bernard-Johnston

LEVEL: literacy to advanced

#### NEW ARRIVAL ENGLISH

Literacy and School Orientation

Jane Yedlin, Caroline Linse

LEVEL: literacy/newcomer

## LEVEL GUIDE

	PAGE NUMBER	LOW-BEGINNING	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
<b>AMERICAN ENGLISH DICTIONARIES</b>								
Collins COBUILD Advanced Dictionary of American English	34							•
Collins COBUILD Advanced Dictionary of American English, English/Japanese <b>NEW!</b>	35						•	•
Collins COBUILD Advanced Dictionary of American English, English/Korean <b>NEW!</b>	35						•	•
Collins COBUILD English/Español Glossary <b>NEW!</b>	35				•	•	•	
Collins COBUILD English/Spanish Student's Dictionary of American English <b>NEW!</b>	35				•	•	•	
Collins COBUILD Intermediate Dictionary of American English <b>NEW!</b>	33				•	•	•	
Collins COBUILD School Dictionary of American English <b>NEW!</b>	32				•	•	•	
Collins Escolar Plus Dictionary <b>NEW!</b>	35				•	•	•	
Gateway to Science	24		•	•	•	•		
Heinle Picture Dictionary, The	28	•	•	•	•			
Heinle Picture Dictionary for Children, The	26	•	•	•	•			
Heinle's Basic Newbury House Dictionary of American English, 2/e	36		•	•	•			
Heinle's Newbury House Dictionary of American English with Integrated Thesaurus, 4/e	36				•	•	•	

Give your students a **BOOST** to success!

# GATEWAY TO SCIENCE

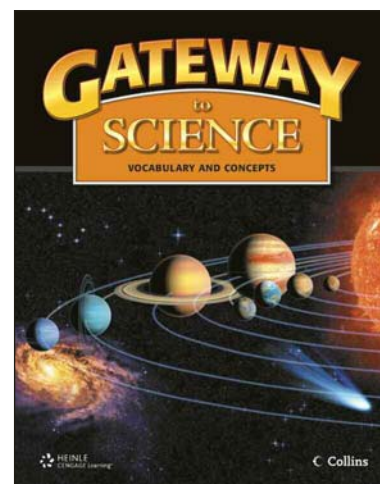
## Vocabulary and Concepts

Tim Collins

LEVEL: beginning to intermediate

*Gateway to Science* is a unique program designed to introduce students to content-area knowledge and skills needed to meet the requirements of science programs as well as national and state assessments. Using picture dictionary and textbook formats, students acquire key vocabulary, concepts, and learning strategies that help boost their success in science!

- ▶ **Every lesson follows a distinctive four-page format** that develops the vocabulary and concepts needed for the study of science.
  - ✓ **Vocabulary:** The first two pages illustrate topic-based vocabulary in a picture dictionary format. Easy-to-access artwork along with comprehension questions work together to teach science terms in context.
  - ✓ **Concepts:** The last two pages teach standards-based concepts related to the lesson vocabulary and topic, and are accompanied by science skills practice, academic vocabulary, comprehension checks, research assignments, and writing activities.
- ▶ **The complete program** offers the materials needed to introduce, practice, and assess content standards found on state and national exams.
- ▶ **Teacher Editions** provide instructors with teaching suggestions and highly accessible descriptions of science content introduced in every lesson.
- ▶ **The Teacher Resource CD-ROMs with ExamView®** feature customizable test-generating software aligned to state standards. They also include an interactive presentation tool with animated graphic organizers to help students comprehend new vocabulary and key concepts introduced in the student text.
- ▶ **Workbook with Labs** provides expansion activities for each lesson in the student text. Reading comprehension, writing, and listening/speaking skills are reinforced with additional communicative activities and critical thinking exercises. Labs and experiments support key concepts.
- ▶ The **Assessment Book** includes two-page quizzes for each lesson that mirror the questions also found in the ExamView® test bank, as well as end-of-section tests and an end-of-book test.
- ▶ The **Audio Program** features all readings to boost auditory learning and reading fluency.



Science content for ELLs!



### COMPONENTS

- Student Text
- Teacher Edition
- Workbook with Labs
- Audio (CDs or Tapes)
- Teacher Resource CD-ROM with ExamView® and Classroom Presentation Tool
- Assessment Book

See p. 132 for Gateway to Science ISBN/Price listings

Gateway to Science explores four major areas:



Science Basics



Life Science



Earth Science



Physical Science

“Focus Question” begins each lesson along with a list of key Vocabulary.

“Vocabulary in Context” contextualizes words from the vocabulary list in an informational reading.

**The Cell**

**FOCUS QUESTION**  
What one part do all cells have?

**Vocabulary**

- 1 cell
- 2 cytoplasm
- 3 cell membrane
- 4 chloroplast
- 5 vacuole
- 6 nucleus
- 7 endoplasmic reticulum
- 8 ribosome
- 9 golgi complex
- 10 lysosome
- 11 mitochondria
- 12 cell wall

**Vocabulary in Context**

All living things are made up of one or more cells. Cells are the smallest unit of life. All cells have a cell membrane. It controls what moves into and out of a cell. Most cells have other parts, such as a nucleus, vacuoles, ribosomes, and lysosomes. The nucleus controls all activity in the cell. Vacuoles store water, food, and waste. Ribosomes build proteins. Lysosomes break down, or digest, material.

**A (Plant) Cell**

**An (Animal) Cell**

**Word Study**  
Multiple-Meaning Words  
The word cell has different meanings.

People in jail are kept in cells.  
A cell is a small room locked from the outside.

Your body is made up of many cells.  
A cell is the basic unit of living things.

**Check Your Understanding**

1. Look at the plant cell and animal cell. Name five parts that both cells have.
2. What does the nucleus do?
3. What one part do all cells have?

**Critical Thinking** Making an Inference

4. Why do cells have many different parts?

“Check Your Understanding” questions assess vocabulary and reading comprehension and provide the opportunity to apply knowledge to “Critical Thinking” questions.

Easy-to-follow charts and graphics visually reinforce concepts.

**The Cell**

**What Do Organelles Do?**

Cell parts are called organelles. Organelles perform life activities as seen below.

Organelle	Job or Life Activity
chloroplast	Chloroplasts are responsible for making food from sunlight.
cytoplasm	This jelly-like material is inside the cell membrane, but outside the nucleus. It contains all the other cell parts.
lysosome	The lysosomes digest or break down material.
endoplasmic reticulum	The endoplasmic reticulum moves chemicals around the cell.
golgi complex	The golgi complex packages or processes proteins.
cell wall	The stiff cell wall holds up the plant.
mitochondria	Mitochondria make energy from food.

**Bacteria Cells**

Bacteria are very simple cells. Like all cells, a bacteria cell has cytoplasm and a cell membrane. The cell membrane is very thick. A bacteria cell does not have a nucleus or other organelles. It still performs all the life activities of a cell.

**Word Study**  
Word Roots  
Chloroplast comes from two Greek words.  
• Chloros means “green.”  
• Plastikos means “to form or mold.”

**Science Skill** Reading a Table

First, look carefully at the heads of each column in the table above. They tell you what information is found in the table. Then look at the information in the table.

1. Which part of the cell contains all the other parts?
2. Which part of a plant cell makes food?
3. Which part of the cell provides energy for other cell activities?

**Robert Hooke Sees Cells**

The picture shows an early drawing of a cell. A scientist named Robert Hooke drew it. He studied cork from a cork oak tree under a microscope. He saw the empty cell walls. He invented the name cell for his discovery.

**Academic Vocabulary**

The cell membrane controls motion in or out of the cell.

**Check Your Understanding**

1. What do organelles do? Give a few examples.
2. What did Robert Hooke see under the microscope?
3. What does a bacteria have that all cells have?

**Critical Thinking** Integrating Information

4. Which kind of cell has the most kinds of organelles: a plant cell, an animal cell, or a bacteria cell?

**Research and Inquiry** Use the internet, the library, or your science book to answer these questions.

1. How large can cells become? What limits their size?
2. What scientist first studied living cells?
3. What did the biologist Robert Brown add to what we know about cells?

**Writing** How does a cell work? Write a short paragraph. Tell the role of the nucleus, cell membrane, cytoplasm, and mitochondria.

The “Science Skill” section focuses on building graphic literacy skills.

The “Academic Vocabulary” box introduces vocabulary related to content words across all academic disciplines.

“Word Study” boxes provide useful characteristics of key vocabulary, including word families and words with multiple meanings.

*Pictures plus a world of fun!*

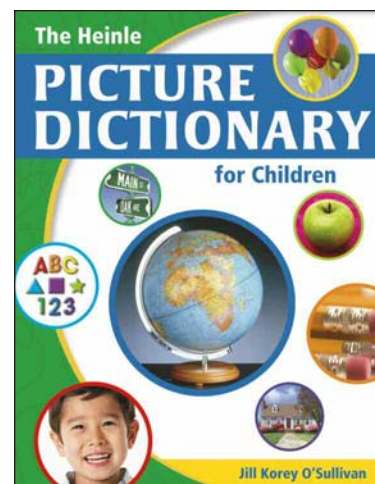
## THE HEINLE PICTURE DICTIONARY FOR CHILDREN

Jill Korey O'Sullivan

LEVEL: Proficiency: pre-literacy to early-intermediate  
Reading (by grade): K – 3

*The Heinle Picture Dictionary for Children* is the only children's dictionary that presents vocabulary within thematic readings and offers opportunities for multi-level practice of every word introduced to help develop English language skills.

- ▶ **1,100 words are taught contextually** through colorful illustrations and photographs, readings, and activities in eight thematic units.
- ▶ Students encounter words in context through engaging **"Rhyme Time"** and **"Fun Facts"** readings.
- ▶ **"Playing with Words"** offers fun activities in which students increase semantic understanding and develop their language skills.
- ▶ A **"Basics"** unit features six lessons that introduce important basic vocabulary that will jump start students' language acquisition.
- ▶ **Units 2 – 8 explore other areas of the learner's life** including their family, neighborhood, school, and the world.
- ▶ **Multi-level Lesson Planner** provides three different 'mini-lessons' for each level focusing on vocabulary, phonics, and language development.
- ▶ **Activity Bank CD-ROM**, included in the Lesson Planner, contains reproducible activity masters, literacy worksheets, flashcards, word lists, song lyrics, and the readings for each lesson.
- ▶ **Classroom Presentation Tool CD-ROM and full-color Transparencies** aid instruction and save time.
- ▶ **Audio Program** includes all readings and words.
- ▶ The **Sing-Along with The Heinle Picture Dictionary for Children Audio CD** presents 63 original songs that reinforce words introduced in the lessons.
- ▶ **Workbook** focuses on vocabulary acquisition, language development, and phonemic and graphemic awareness.
- ▶ **Interactive CD-ROM** offers engaging activities and games for students.



Bring fun into learning English!



### COMPONENTS

- Student Text (160 pp.)
- Workbook
- Multi-level Lesson Planner with Activity Bank CD-ROM and Audio CDs
- Classroom Presentation Tool CD-ROM
- Full-color Transparencies
- Audio Program (CDs or Tapes)
- Sing-Along Audio CD
- Interactive CD-ROM
- Spanish/English Bilingual Edition
- British English Edition

See p. 134 for The Heinle Picture Dictionary for Children ISBN/Price listings

[elt.heinle.com/hpdc](http://elt.heinle.com/hpdc)

### Your colleagues say...

*"...this book is very engaging—not just 'another' dictionary. It's colorful, informative, age appropriate, and FUN."*

Melissa Jones  
Jupiter Elementary School,  
Jupiter, FL

*"I love the songs! The music is engaging and the lyrics are fun and reinforce the vocabulary in the picture dictionary."*

Lisa Young  
George Washington Academy,  
St. George, UT

### Can you find the monkey?

This fun character encourages exploration as students start each lesson.

They will enjoy finding the monkey every time they turn the page!



**In the Grasslands**

<p><b>Level ★</b></p> <p><b>Vocabulary Development</b> In the Grasslands</p> <p>Tell students that these pages show animals that live in the grasslands. Describe the characteristics of the grasslands and, if possible, point out grasslands on a world map or globe. Point to each picture, read the word, and have students repeat. Explain that the ostrich is a bird and has feathers. Point out the mammals with fur or skin. Hold up the Vocabulary Flashcards one at a time. Tell students to pantomime something that the animal on each flashcard does.</p> <p><b>Language Development</b> Give Information</p> <p>Use the Vocabulary Flashcards to review names of animals. Play a guessing game. Choose a student to start, who chooses one animal and uses words and gestures to give information about the animal. The first student to guess the animal and points to its picture on the dictionary pages takes the next turn. Let as many students as possible take turns.</p> <p><b>Phonics</b> Consonants b, k, z</p> <p>Write the word <i>hippopotamus</i> on the board and underline the letter <i>b</i>. Tell students that in the word <i>hippopotamus</i>, the letter <i>b</i> stands for the sound at the beginning of <i>hippopotamus</i>. Have them repeat the sound and the word. Continue with the word <i>horn</i>. Repeat the procedure to introduce <i>k</i> in <i>koala</i> and <i>kangaroo</i>, and <i>z</i> in <i>zebra</i>. Give students alphabet cards for the letters <i>b</i>, <i>k</i>, <i>z</i>, and <i>h</i>. Say a word and have students lift the letter card that stands for the sound they</p>	<p><b>Level ★★</b></p> <p><b>Vocabulary Development</b> In the Grasslands</p> <p>Guide students as they point to each animal and say its name. Have students point to the animals that have spots, stripes, a horn, or tusks. Make a chart with the names of the animals in the first column and features across the top. Work with students to fill in the chart. Say a sentence about one animal: e.g., <i>A buffalo has stripes</i>. Have students check the chart and then say <i>yes</i> or <i>no</i> to show if they agree or do not agree.</p> <p><b>Language Development</b> Give Information</p> <p>Divide students into small groups and assign one animal to each group. Have them draw a large picture of the animal and label all of the animal's features. Guide them as they use words to describe the features of each animal: e.g., <i>black stripes, long legs, and big spots</i>. Tell each group to show their drawing to the other students and use gestures and phrases to describe it. Encourage</p>	<p><b>Level ★★★</b></p> <p><b>Vocabulary Development</b> In the Grasslands</p> <p>Have partners choose one animal and make a collage of that animal. Tell them to use magazine pictures or their own drawings. Have them label the body parts for each animal as well as other items in their pictures. Arrange partners in groups of six. Tell each pair to describe their drawing to the others. Have students switch groups so each pair has the opportunity to show their drawing to several groups.</p> <p><b>Language Development</b> Give Information</p> <p>Remind students that the subject and verb should agree when they describe each animal: e.g., <i>An ostrich has feathers</i>. <i>A buffalo and a rhinoceros have horns</i>. Arrange students in small groups. Have each group play a game. One student starts a sentence about one of the animals and another student ends it. Play continues until they have described all of the animals. The activity can be</p>
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◀ **Lesson Planner** includes three levels of instruction with three 'mini-lessons' per level.

▼ **Workbook** allows students to practice skills to increase language development.

**In the Grasslands**

buffalo	horn	lion	stripes
elephant	kangaroo	ostrich	trunk
giraffe	koala	rhinoceros	tusk
hippopotamus	leopard	spots	zebra

**A Write the animal.**

**B Circle the correct answer.**

- Does a giraffe have a long neck?  Yes, it does.  No, it doesn't.
- Does a zebra have stripes?  Yes, it does.  No, it doesn't.
- Does a lion have a horn?  Yes, it does.  No, it doesn't.
- Does a kangaroo have a tusk?  Yes, it does.  No, it doesn't.
- Does a leopard have spots?  Yes, it does.  No, it doesn't.
- Does an elephant have a trunk?  Yes, it does.  No, it doesn't.

**C Find, circle, and write the words.**

R	W	L	D	D	R	O	X	M	S
H	G	D	S	A	L	B	M	C	V
I	E	J	Z	Q	K	H	N	I	B
N	D	L	Q	J	C	O	L	Y	E
O	J	T	E	I	V	G	A	Z	T
C	F	C	R	P	D	B	L	L	V
E	P	T	F	M	H	T	K	L	A
R	S	K	A	N	G	A	R	O	O
O	X	D	R	R	H	C	N	B	X

elephant

"Rhyme Time" and "Fun Facts" readings present vocabulary in context.

**In my Schoolbag**

**Rhyme Time**  
I emptied my schoolbag on the floor.  
There was a binder, paper, some money, and more.  
There were notebooks, rulers, a pencil case,  
a textbook, a stapler, and an eraser to erase.  
Mom said, "I know you need pencils and pens.  
But I don't understand. Why do you need ten?"

money

calculator

stapler

binder

paper

notebook

pocket folder

pencil case

eraser

pencil sharpener

pencil

pen

ruler

report card

**playing with Words**

- Write a list of all of the things you have in your schoolbag.
- Practice this conversation.

I see something that begins with a/an / . Is it a/an / ruler ?

Yes!

Vocabulary words appear directly next to the corresponding image.

"Playing with Words" activities give students opportunities to demonstrate their language development and apply semantic awareness.

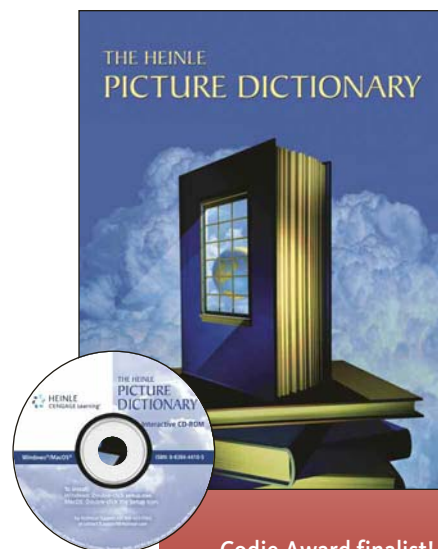
*A picture is worth 4,000 words!*

## THE HEINLE PICTURE DICTIONARY

LEVEL: low-beginning to low-intermediate

Unlike other dictionaries, *The Heinle Picture Dictionary* presents new vocabulary in contextualized, thematic readings and high-frequency collocations. It also offers immediate practice and reinforcement through “Words in Action.” Whether used as a classroom text or a self-study tool, *The Heinle Picture Dictionary* will rapidly move students toward fluency.

- ▶ **16 thematic units** focus on everyday themes such as people, food, housing, work, clothes, school, and recreation.
- ▶ **4,000 words are taught in context** through color photographs and illustrations, readings, and activities.
- ▶ **“Words in Context”** shows how the language is actually used through accessible, contextualized readings at a high-beginning level.
- ▶ **“Word Partnerships”** expand students’ use and understanding of high-frequency word patterns and collocations.
- ▶ **“Words in Action”** gives students opportunities to learn new vocabulary through critical thinking and active learning.
- ▶ The **Audio Program** allows students to hear each word pronounced and to hear the “Words in Context” read.
- ▶ **Beginning and Intermediate Workbooks** feature their own complete listening programs as well as constructive, entertaining activities for solidifying new vocabulary.
- ▶ A **comprehensive Lesson Planner** provides three levels of lesson plans featuring hours of vocabulary, grammar, and life skills instructional support for the busy teacher. It also includes an Activity Bank and Classroom Presentation Tool on CD-ROM containing additional activities, worksheets, and templates for use with each unit.
- ▶ **Fully searchable interactive CD-ROM** offers full audio support, voice recording capabilities, and abundant interactive vocabulary practice games and activities.



Codie Award finalist!



### COMPONENTS

- Student Text (294 pp.)
- Beginning Workbook with Audio CDs
- Intermediate Workbook with Audio CDs
- Audio (CDs or Tapes)
- Lesson Planner with Activity Bank & Classroom Presentation Tool CD-ROM
- Transparencies
- Interactive CD-ROM
- Bilingual Editions:
  - Brazilian Portuguese; Chinese, Simplified;*
  - Chinese, Traditional; Haitian Creole;*
  - Japanese; Korean; Spanish*
- ELT Advantage: *Practical Ideas for the Adult ESL/EFL Classroom* by Rob Jenkins, p. 116

CD-ROM Site License\*

\* For pricing or to purchase, call Technology Services at 800-423-0563.

See p. 134 for The Heinle Picture Dictionary ISBN/Price listings

[elt.heinle.com/hpd](http://elt.heinle.com/hpd)

### Your colleagues say...

*“[This book] offers far more challenge and motivating activities than most dictionaries, basic or otherwise, while maintaining an uncluttered, appealing visual impression to the reader.”*

Sally Gearhart,  
Santa Rosa Junior College,  
Santa Rosa, CA

*“This dictionary goes beyond other picture dictionaries with only attractive artwork. This one directly contributes to the learners’ overall development in the use of the vocabulary in context through short and informative readings and conversations. Congratulations!”*

Bari Ramirez,  
Stockard Middle School,  
Dallas, TX

### Fruits and Nuts

**Words in Context**  
Grapes are one of the most popular fruits in the world. Every day, millions of people enjoy them. Many people also like apples. Apples that come from Afghanistan, oranges, lemons, and limes are also popular around the world. These fruits come from China.

**Words in Context**  
1. pear  
2. kiwi  
3. orange  
4. pomegranate  
5. grapes  
6. watermelon  
7. pineapple  
8. mango  
9. grapefruit  
10. avocado  
11. apple  
12. cantaloupe  
13. coconut  
14. lemon  
15. cherries  
16. plum  
17. figs  
18. dates  
19. olives  
20. apricot  
21. strawberries  
22. blueberries  
23. peach  
24. papaya  
25. raspberries  
26. raisins  
27. lime  
28. tangerine  
29. banana  
**Nuts**  
30. pecans  
31. almonds  
32. pistachios  
33. peanuts  
34. walnuts

**Word Partnerships**  
peel a banana  
an orange  
an apple  
crack (open) a nut  
ripe fruit

**Words in Action**  
1. What are your five favorite fruits? Rank them in order from your list with your class. Is your list similar to other students' lists?  
2. Create a recipe for a delicious fruit

“Words in Context” allows students to see target words in brief contextualized readings.

“Word Partnerships” helps develop fluency.

“Words in Action” provides opportunities for critical thinking and active learning.

Workbooks by Barbara H. Foley

### Inside the Refrigerator

**A Write the word for each food item.**

orange juice salad jam bacon  
waffle cheese cold cuts pickles

1. cheese 2. waffle 3. cold cuts 4. jam  
5. pickles 6. orange juice 7. salad 8. bacon

**B Listen to the conversation between the man and the woman. Circle the items they need at the store. Cross out the items they don't need.**

Milk salad dressing margarine  
Ice cream soda frozen vegetables  
Eggs bottled water  
Cheese butter

**C Circle the correct word.**

- I put salad dressing (soda) on a salad.
- I put (cream mayonnaise) in my coffee.
- I like (yogurt jam) on bread.
- I put (cake syrup) on waffles.
- I drink (orange juice salad) for breakfast.
- I like (pickles bacon) and eggs for breakfast.
- I put (mayonnaise cheese) in tuna salad.
- I'd like some (sour cream cake) for dessert.

**D Make a list of items you have in your refrigerator, and another list of items**

Two levels of workbooks offer a variety of vocabulary-building activities including listening practice.

Lesson Planner provides 342 fully developed lesson plans at three levels.

### The Universe

**Level ★**  
Objectives: Identify space vocabulary.

**Warm-up:** 12–15 minutes  
Start class by asking if anyone saw the moon the night before. Draw a picture of the moon in different phases and explain what each one is called. Find out if any students can classify what the moon phase is at the present time. Is it a full moon? Mention that the newspaper often has pictures of current moon phases, and show examples if possible. Extend the discussion by calling for student input about other objects in the sky.

**Introduction:** State the objective.

**Presentation 1:** 17–20 minutes  
Direct students to open their dictionaries to pages 176 and 177. Discuss the vocabulary in depth and note that most of these words have more than one syllable. Take this opportunity to explain syllables. Begin a pronunciation lesson and focus on splitting the words into syllables. Define each word and make sure that students understand the given explanations. Say different items from the word list and have students identify each item by pointing to it.

**Practice 1:** 8–10 minutes  
Form pairs and have students continue the quizling activity. Student A says an item from the word list and Student B points to the item. After each pair has practiced with the list exposed, set a new challenge and time limit for pairs to practice with the list covered.

**Evaluation 1:** Observe the activity.

**Presentation 2:** 8–10 minutes  
Start a two-column table on the board. Label the columns *man-made* and *natural*. Guide the group to categorize a few items from the list into the proper columns.

**Practice 2:** 8–10 minutes  
Assign small groups to categorize the remaining items from the word list.

**Evaluation 2:** Complete the table on the board.

**Application:** 10–15 minutes  
Arrange discussion groups in which students should answer the following questions: Do you want to be an astronaut? Do you want to visit space one day? Do you like telescopes? Do you want to know more about space? Do you like science fiction? If time permits, encourage groups to compare answers.

**Level ★★**  
Objectives: Use comparatives and yes/no questions.

**Warm-up:** 10–15 minutes  
Read *Words in Action #1* and have students reference pages 176 and 177. Go around the room and have students answer the question and state their reason.

**Introduction:** State the objective.

**Presentation 1:** 20–30 minutes  
Present each of the words from the word list on pages 176 and 177. Use each word in a sentence so that context can aid understanding of the vocabulary. Where appropriate, include *Word Partnerships*. Teach *larger than* and *smaller than*. Describe planets by their size. For example, state *Jupiter is larger than Mercury*. Review other identifying factors for objects in the solar system. Talk about which things are man-made and which are natural. Review yes/no question formation.

**Practice 1:** 15–20 minutes  
Give instructions for playing Twenty Questions and divide students into small groups. One student per group thinks of an item from the dictionary pages. The other members of the group ask him or her yes/no questions. The questions can be about size, shape, man-made versus natural, or any other defining characteristics. Group members take turns until they guess the item. Have each student lead a round of yes/no questioning.

**Evaluation 1:** Observe the activity.

**Application:** 15–17 minutes  
Ask students to write questions they have about the universe and pose them to the class. Discuss possible answers and make a list of resources one could use to learn the correct responses. See if there are any students who would like to complete this research before the next class. If there are volunteers, reserve five minutes of the following class period for them to report their findings.

**Level ★★★**  
Objectives: Discuss the future.

**Warm-up:** 10–15 minutes  
Read *Words in Context* aloud and discuss it as a class. Extend the discussion by finding out what students know about other advancements in space technology. Accept any reasonable answers. Make a master list on the board.

**Introduction:** State the objective.

**Presentation 1:** 20–30 minutes  
Refer to the word list on pages 176 and 177 and encourage students to follow along as each of the words is defined and used in a sentence. Have students help to create sentences. Using the words in context will help them understand the definitions. Review the use of the future verb tense. Discuss the different ways to express the future. For example, if students use *will*, they are expressing more certainty than if they use *planning to* or *going to*. Teach students to use the modals *might* and *could* to express possibility. For example, write *In the future, the space shuttle might travel to Mars*. Allow sufficient time to explain grammar, as this is often a difficult concept. Develop a grammar chart on the board to display the forms and functions of the future tense and modal formations.

**Practice 1:** 15–18 minutes  
In groups, have students discuss future possibilities based on the rate of technological advances. Focus the discussion on the universe and ask students to incorporate words from the word list. Ask groups to craft 10 sentences describing the subject.

**Evaluation 1:** Ask students to write their sentences on the board and review them as a class.

**Application:** 15–18 minutes  
Teach proper paragraph formation and review topic sentences. Students should use their sentences from the Practice to create paragraphs about their predictions for the future of technology. They should alter the sentences appropriately to reflect their personal opinions but retain the use of the vocabulary, future tense, and modals.

**Project**  
Divide students into groups and have them create a model of the solar system and present it to the class. Have groups create or have students design a popular type of ball for each planet. Suggest that a basketball could symbolize Jupiter, since it is the largest planet.

Multi-level Lesson Planner by Rob Jenkins

*The learner's dictionary transformed!*

# COLLINS COBUILD DICTIONARIES of American English

LEVEL: low-intermediate to advanced

- Collins COBUILD School Dictionary of American English
- Collins COBUILD Intermediate Dictionary of American English
- Collins COBUILD Advanced Dictionary of American English
- Collins COBUILD English/Spanish Student's Dictionary of American English
- Collins COBUILD Advanced Dictionary of American English, English/Japanese
- Collins COBUILD Advanced Dictionary of American English, English/Korean

Through unparalleled vocabulary support, the *Collins COBUILD Dictionaries* transform the learner's dictionary from an occasional reference into the ultimate resource and must-have dictionary for language learners. More than simple reference books, the *Collins COBUILD Dictionaries* are pedagogically rich, engaging, full color, language learning tools. While any good learner's dictionary will help a student understand the meaning of a word, the COBUILD dictionaries go beyond. With their full sentence definitions and sample sentences they help students to understand the meaning of the word and how to use the word correctly.

Offering a complete student resource package, each dictionary contains:

**Unparalleled vocabulary support featuring:**

- ✓ "Word Webs"                      ✓ "Word Links"                      ✓ "Word Partnerships"
- ✓ "Picture Dictionary" boxes    ✓ "Thesaurus" entries            ✓ "Usage" notes



**Outstanding reference tools including:**

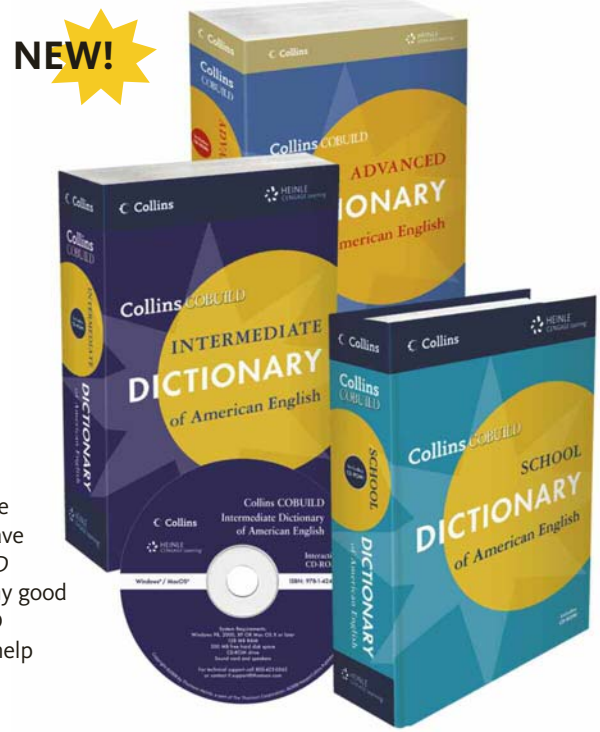
- ✓ Activity Guide                      ✓ Brief Speaker's Handbook      ✓ Academic Word List
- ✓ Brief Grammar Reference        ✓ Text Messaging and              ✓ And much more!
- ✓ Brief Writer's Handbook                      Emoticons

**A unique defining style**

Each definition is written in full sentences using natural English to help the learner understand the word's meaning and model its correct use. Definitions also include collocations and naturally occurring grammatical patterns.

**for|mu|la** /fɔːrmyələ/ (formulae /fɔːrmyəli/ or formulas) **1** N-COUNT A formula is a plan that is invented in order to deal with a particular problem. □ ...a formula for peace. **2** N-COUNT A formula is a group of letters, numbers, or other symbols which represents a scientific or mathematical rule. □ This mathematical formula describes the distances of the planets from the Sun. **3** N-COUNT In science, the formula for a substance tells you what amounts of other substances are needed in order to make that substance. □ They have the same chemical formula. [from Latin]

Full-sentence definitions help learners use words correctly!



*Your colleagues say...*

*"These dictionaries should be in every classroom in the country. Then the task of looking up word meanings would not be so odious, frustrating, and nonproductive... The entries in COBUILD really communicate a word's meaning—rather than giving you some telegraphic bits to try to put together, or defining a word with a different form of the same word."*

Margaret McKeown,



The Bank of English™ is the original and most current computerized corpus of authentic American English. This robust research tool was used to create each definition. All sample sentences are drawn from the rich selection that the corpus offers, which allows for level-appropriate sentences.

Every Collins COBUILD dictionary of American English supports vocabulary development through:

**Word Web** **wave**

As wind blows across water, it makes waves. It does this by giving energy to the water. If the waves hit an object, they bounce off it. Light also moves in waves and acts the same way. We can see an object only if light waves bounce off it. Light waves have different **frequencies**. Wave frequency is usually the measure of the number of waves per second. **Radio waves** and **microwaves** are examples of low-frequency light waves. **Visible light** has medium-frequency light waves. **Ultraviolet radiation** and **X-rays** are high-frequency light waves.

**THE ELECTROMAGNETIC SPECTRUM**

“Word Webs” present related vocabulary within a context.

**Picture Dictionary** **color**

white light

color wheel

primary colors

secondary colors

tertiary colors

“Picture Dictionary” boxes illustrate vocabulary and concepts.

**Word Link** **geo** = earth : *geography, geology, geothermal*

“Word Links” exponentially increase language awareness.

**Word Partnership** Use *moment* with:

ADV. a moment ago, just a moment [1]  
 N. moment of silence, moment of thought [1]  
 V. stop for a moment, take a moment, think for a moment, wait a moment [1]  
 ADJ. an awkward moment, a critical moment, the right moment [2]

“Word Partnerships” show high-frequency word patterns.

**Thesaurus** **talk** Also look up:

N. argument, conversation, dialogue, discussion, interview, negotiation; (ant.) silence [1]  
 V. chat, discuss, gossip, say, share, speak, tell; (ant.) listen [1]

“Thesaurus” entries offer both synonyms and antonyms.

**Usage** **less and fewer**

Less is used to describe general amounts (or noncount nouns). *Less snow fell in December than in January.* Fewer is used to describe amounts of countable items. *Maria is working fewer hours this semester.*

“Usage” notes explain shades of meaning and clarify cultural references.

**Interactive CD-ROM**

- ▶ Search definitions, sample sentences, “Word Webs,” and “Picture Dictionary” boxes.
- ▶ “PopUp” Dictionary: find the definition of a word while working in any computer application.
- ▶ Audio pronunciation offers record and playback.
- ▶ “My Dictionary” allows learners to create a personalized tool by adding their own words, definitions, and sample sentences.
- ▶ “Bookmarks” allow learners to save and organize vocabulary.



See pages 32 – 34 for sample pages of each level.

The ideal choice for middle and high school students!

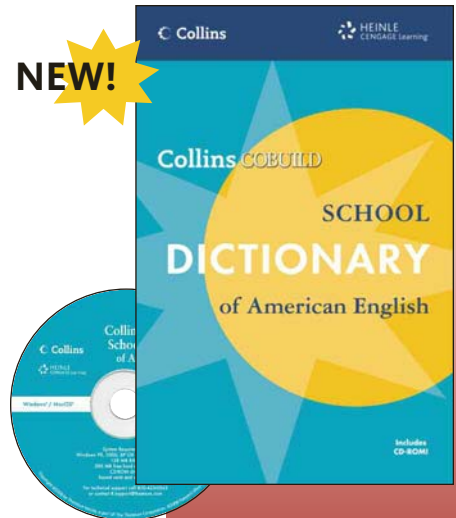
# COLLINS COBUILD SCHOOL DICTIONARY of American English

LEVEL: low-intermediate to high-intermediate

The Collins COBUILD School Dictionary of American English is an intermediate level dictionary designed to help students succeed both in the classroom and on state examinations.

**Features:**

- ▶ Thousands of academic vocabulary terms help prepare students for state examinations.
- ▶ Word origins help students gain a rich understanding of the words they are looking up.



Perfect academic vocabulary builder!



ocean trench 629 of

**Word Web ocean**

Oceans cover more than seventy-five percent of the earth. These huge bodies of saltwater are always moving. On the surface, the wind pushes the water into waves. At the same time, currents under the surface flow like rivers through the oceans. These currents are affected by the earth's rotation. It shifts them to the right in the northern hemisphere and to the left in the southern hemisphere. Other forces affect the oceans as well. For example, the gravitational pull of the moon and sun cause the ebb and flow of ocean tides.

**ocean trench** (ocean trenches) N-COUNT An ocean trench is a deep crack in the sea floor that forms when one section of the sea floor slides under another section. [TECHNICAL]

**o'clock** /əklɒk/ ADV You use o'clock after numbers from one to twelve to say what time it is. □ I went to bed at ten o'clock last night so I didn't hear anything.

**Usage o'clock**  
Use o'clock for times that are exactly on the hour: "Is it four o'clock yet?" "Not quite, it's three forty-five."

**October** /ˈɒktəʊbər/ (October) N-VAR October is the tenth month of the year in the Western calendar. □ My sister got married in early October. □ They left on October 2. [from Old English]

**octopus** /ˈɒktəpəs/ (octopuses) N-VAR An octopus is a soft sea creature with eight long arms called tentacles. [from New Latin]

**odd** /ɒd/ (odder, oddest) ADJ If you describe someone or something as odd, you think that they are strange or unusual. □ His behavior was odd. ● **oddly** ADV □ ... an oddly shaped hill. ● **ADJ** You use odd before a noun to indicate that the type, size, or quality of something is not important. □ We hear the odd car going by. ● **ADV** You use odd after a number to indicate that it is only approximate. [INFORMAL] □ He appeared in sixty odd movies. ● **ADJ** Odd numbers, such as 3 and 17, are those which cannot be divided exactly by the number two. ● **ADJ** You say that two things are odd when they do not belong to the same set or pair. □ I'm wearing odd socks. ● **PHRASE** The odd man out, or the odd one out in a particular situation is the one that is different from the others. □ Martin is becoming the odd man out in the company. [from Old Norse] → see also odds

**Thesaurus odd** Also look up: ADJ. bizarre, different, eccentric, peculiar, strange, unusual, weird; (ant.) normal, regular

**Word Partnership Use odd with:**

V. feel odd, look odd, seem odd, sound odd, strike someone as odd, think something odd

N. odd combination, odd thing, odd job

ADJ. odd numbered

**odds** /ɒdz/ (odds) N-COUNT An oddity is someone or something that is very strange. □ After dinner there was another oddity: green lemonade. [from Old Norse]

**odds** /ɒdz/ N-PLURAL You refer to how likely something is to happen as the odds that it will happen. □ What are the odds of finding a parking space right outside the door? ● **PHRASE** If someone is at odds with someone else, or if two people are at odds, they are disagreeing or arguing with each other. ● **PHRASE** If something happens against all odds, it happens or succeeds although it seemed impossible or very unlikely. □ ... families who have stayed together against all odds. [from Old Norse]

**Word Partnership Use odds with:**

V. beat the odds

N. odds in someone's/something's favor, odds of winning

PREP. the odds of something, at odds (with someone), against all odds

**odometer** /ˌɒdəmɪtər/ (odometers) N-COUNT An odometer is a device in a vehicle which shows how far the vehicle has traveled. [from Greek]

**odor** /ˈɒdə/ (odors) N-VAR An odor is a smell. □ ... the odor of rotting fish. [from Old French] → see smell, taste

**odorless** /ˈɒdərlɪs/ ADJ An odorless substance has no smell. □ ... an odorless gas. [from Old French]

**odyssey** /ˈɒdɪsi/ (odysseys) N-COUNT An odyssey is a long, exciting journey on which a lot of things happen. [LITERARY] [from Latin]

**of** /əv, STRONG əv/ PREP You use of to say who or what someone or something belongs to or is connected with. □ ... the luxury homes of rich people. □ ... the new mayor of Los Angeles. ● **PREP** You use

**COMPONENTS**

- Softcover (1232 pp.) with CD-ROM
- Hardcover (1232 pp.) with CD-ROM
- Interactive CD-ROM (dual platform)
- ELT Advantage: Making the Most of Learner's Dictionaries by Michela Claris, p. 116

CD-ROM Site License available\*\*  
\*\*For pricing or to purchase, call Technology Services at 800-423-0563.

See p. 128 for Collins COBUILD School Dictionary of American English ISBN/Price listings

**Features:**

- 200 "Word Webs"
- 950 "Word Links"
- 75 "Picture Dictionary" boxes
- 700 "Word Partnerships"
- 500 "Thesaurus" entries
- 30 "Usage" notes

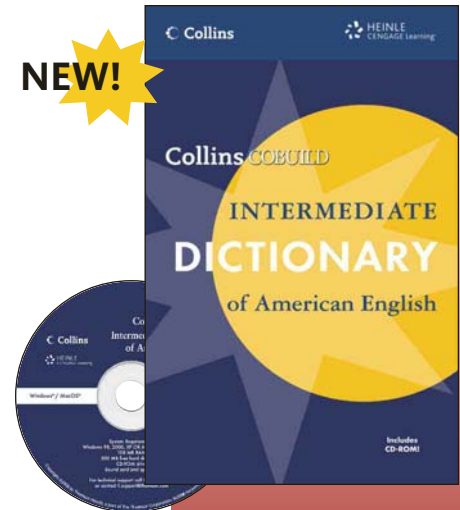
The most up-to-date intermediate dictionary on the market!

# COLLINS COBUILD INTERMEDIATE DICTIONARY of American English

LEVEL: low-intermediate to high-intermediate

Ideal for English language learners who need an intermediate level dictionary, the *Collins COBUILD Intermediate Dictionary of American English* provides full sentence definitions, each created using a controlled vocabulary, and reviewed by a team of classroom teachers to ensure that they are appropriate for learners at this level.

NEW!



Perfect for college and adult intermediate learners!



## conviction

184

## cooking

**v-t** If someone is **convicted** of a crime, they are found guilty of it in a court of law. **□** He was convicted of murder. **□** There was insufficient evidence to convict him. **■** **N-COUNT** A **convict** is someone who is in prison. **□** ...escaped convicts.

**con·vic·tion** /kən'vɪkʃn/ (convictions) **■** **N-COUNT** A **conviction** is a strong belief or opinion. **□** It is our firm conviction that a step forward has been taken. **■** **N-COUNT** If someone has a **conviction**, they have been found guilty of a crime in a court of law. **□** He will appeal against his conviction.

**Word Link** vict, vinc = conquering : convict, convince, invincible

**con·vince** /kən'vɪns/ (convinces, convincing, convinced) **■** **v-t** If someone or something **convinces** you to do something, they persuade you to do it. **□** He convinced her to go ahead and marry Bud. **■** **v-t** If someone or something **convinces** you of something, they make you believe that it is true or that it exists. **□** I soon convinced him of my innocence. **●** **convinced** /kən'vɪnst/ **ADJ** **□** He was convinced that I was part of the problem.

**Thesaurus** convince Also look up:

**v.** argue, brainwash, persuade, sell, talk into, win over; (ant.) discourage **■**

**con·vincing** /kən'vɪnsɪŋ/ **ADJ** If someone or something is **convincing**, you believe them. **□** There is no convincing evidence that power lines cause cancer. **●** **convincingly** **ADV** **□** He argued convincingly.

**con·voy** /kən'vɔɪ/ (convoys) **N-COUNT** A **convoy** is a group of vehicles or ships traveling together. **□** ... a U.N. convoy carrying food and medical supplies.

**con·vul·sion** /kən'vʌljʃn/ (convulsions) **N-COUNT** If someone has **convulsions**, they suffer uncontrollable movements of their muscles. **□** 5 percent suffered convulsions.

**cook** /kʊk/ (cooks, cooking, cooked) **■** **v-t/v-i** When you **cook** a meal, you prepare and heat food so it can be eaten. **□** I have to go and cook dinner. **□** ... some basic instructions on how to cook a turkey. **□** Let the vegetables cook gently for about 10 minutes. **□** Chefs at the restaurant once cooked for President Kennedy. **●** **cooking** **N-UNCOUNT** **□** Her hobbies include dancing and cooking. **■** **N-COUNT** A **cook** is a

person who prepares and cooks food. **□** They had a butler, a cook, and a maid. **□** I'm a terrible cook.

**► cook up** **PHR-VERB** If someone **cooks up** a dishonest scheme, they plan it. [INFORMAL] **□** They cooked up the plan between them. **→** see Picture Dictionary: cook

**Usage** cook and make

Cook is used when referring to the preparation of food using a process involving heat. If preparation only involves assembling ingredients which may have previously been cooked, then make is used. "Who made this salad? It's delicious!" "Oh, I just threw it together while I was cooking/making the rest of the dinner."

**Thesaurus** cook Also look up:

**v.** heat up, make, prepare **■**  
**N.** chef **■**

**cook·book** /kʊkbʊk/ (cookbooks) **N-COUNT** A **cookbook** is a book that contains recipes for preparing food.

**cook·er** /kʊkər/ (cookers) **N-COUNT** A **cooker** is the same as a stove. [BRIT]

**cook·ery** /kʊkəri/ **N-UNCOUNT** **Cookery** is the activity of preparing and cooking food. [mainly BRIT]

**cook·ie** /kʊki/ (cookies) **■** **N-COUNT** A **cookie** is a small sweet cake. **■** **N-COUNT** A **cookie** is a piece of computer software which enables a website you have visited to recognize you if you visit it again. [COMPUTING] **→** see dessert

**cook·ie cut·ter** (cookie cutters) also **cookie-cutter** **■** **N-COUNT** A **cookie cutter** is a tool that is used for cutting cookies into a particular shape. **□** ... heart-shaped cookie cutters. **■** **ADJ** A **cookie-cutter** style is one in which the same approach is always used and there are not enough individual differences. **□** Too many cookie-cutter houses were built.

**cook·ie sheet** (cookie sheets) **N-COUNT** A **cookie sheet** is a flat piece of metal on which you bake foods such as cookies in an oven.

**cook·ing** /kʊkɪŋ/ **■** **N-UNCOUNT** **Cooking** is food which has been cooked. **□** ... classic French cooking. **■** **N-UNCOUNT** **Cooking** is the activity of

## Picture Dictionary cook



## COMPONENTS

Softcover (1232 pp.) with CD-ROM  
Interactive CD-ROM (dual platform)  
ELT Advantage: *Making the Most of Learner's Dictionaries* by Michela Claris, p. 116

CD-ROM Site License available\*\*

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See p. 128 for Collins COBUILD Intermediate Dictionary of American English ISBN/Price listings

## Features:

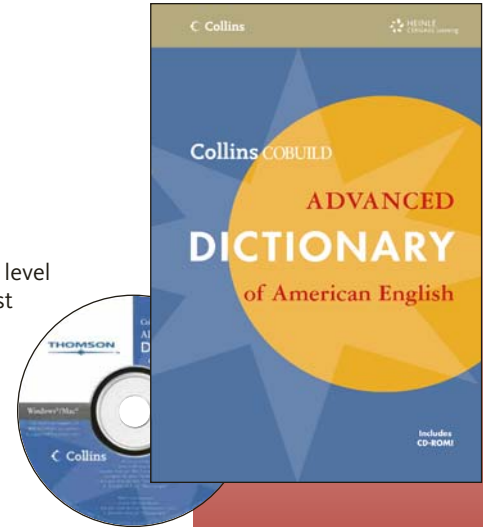
- 200 "Word Webs"
- 950 "Word Links"
- 75 "Picture Dictionary" boxes
- 700 "Word Partnerships"
- 500 "Thesaurus" entries
- 30 "Usage" notes

A robust learning tool for your students!

# COLLINS COBUILD ADVANCED DICTIONARY of American English

LEVEL: advanced

The Collins COBUILD Advanced Dictionary of American English offers students at an advanced level the challenging language development tools that they need. The dictionary also includes a list of common words found on the TOEFL® and TOEIC® examinations.



Perfect vocabulary booster for advanced students!



## COMPONENTS

Softcover (1680 pp.) with CD-ROM  
Interactive CD-ROM (dual platform)  
ELT Advantage: *Making the Most of Learner's Dictionaries* by Michela Claris, p. 116

CD-ROM Site License available\*\*

\*\*For pricing or to purchase, call Technology Services at 800-423-0563.

See p. 128 for Collins COBUILD Advanced Dictionary of American English ISBN/Price lists

## Features:

- 250 "Word Webs"
- 1,500 "Word Links"
- 50 "Picture Dictionary" boxes
- 1,150 "Word Partnerships"
- 725 "Thesaurus" entries
- 100 "Usage" notes

### metamorphosis

metamorphose and emerge onto land. □ She had been metamorphosed by the war. → see also **metamorphosis**

**Word Link** morph = form, shape: amorphous, metamorphosis, morphology

**Word Link** osis = state or condition: halitosis, hypnosis, metamorphosis

**metamorphosis** /mɛtə'mɔ:rfə'si:z/ (metamorphoses) N-VAR When a **metamorphosis** occurs, a person or thing develops and changes into something completely different. [FORMAL] □ ...his **metamorphosis** from a Republican to a Democrat. → see **amphibian**

**Word Link** meta = beyond, change: metabolism, metamorphosis, metaphor

**metaphor** /mɛtə'fɔ: / (metaphors) N-VAR A **metaphor** is an imaginative way of describing something by referring to something else which is the same in a particular way. For example, if you want to say that someone is very shy and frightened of things, you might say that they are a mouse. □ ...the avoidance of violent expressions and metaphors like 'kill two birds with one stone.' N-VAR If one thing is a **metaphor** for another, it is intended or regarded as a symbol of it. □ The *divided family* remains a powerful **metaphor** for a society that continued to tear itself apart. PHRASE If you **mix your metaphors**, you use two conflicting metaphors. People do this accidentally, or sometimes deliberately as a joke. □ To **mix yet more metaphors**, you were trying to run before you could walk, and I've clipped your wings.

**metaphorical** /mɛtə'fɔ:ri:kəl/ ADJ You use the word **metaphorical** to indicate that you are not using words with their ordinary meaning, but are describing something by means of an image or symbol. □ It turns out Levy is talking in **metaphorical terms**. **metaphorically** ADV □ You're speaking **metaphorically**, I hope.

**metaphysical** /mɛtə'fɪzɪkəl/ ADJ **Metaphysical** means relating to metaphysics. [usu ADJ N] □ ...**metaphysical** questions like personal responsibility for violence.

**Word Link** physi = of nature: metaphysics, physical, physician

**metaphysics** /mɛtə'fɪzɪks/ N-UNCOUNT **Metaphysics** is a part of philosophy which is concerned with understanding reality and developing theories about what exists and how we know that it exists.

**metastasis** /mɛtə'stə:saɪz/ (metastasizes, metastasizing, metastasized) V-I If cancer cells **metastasize**, they spread to another part of the body. [MEDICAL] □ A *checkup* revealed a small tumor on the left lower lobe of his lung, but it had not yet **metastasized**. □ ...when *diagnosis* is delayed until cancer has **metastasized** to other parts of the body.

**mete** /mɪt/ (metes, meting, meted)

**mete out** PHRASAL VERB To **mete out** a punishment means to order that someone should be punished in a certain way. [FORMAL] □ His father **meted out** punishment with a slipper.

**meteor** /mɪ'tɪər/ (meteors) N-COUNT A **meteor** is a piece of rock or metal that burns very brightly when it enters the earth's atmosphere from space. → see **Word Web: meteor**

**meteoric** /mɪ'tɪərɪk/ ADJ If you use **meteoric** when you are describing someone's career, you mean that they achieved success very quickly. □ ...his **meteoric rise to fame**.

### Word Web meteor

As an **asteroid** flies through **space**, small pieces called **meteoroids** sometimes break off. When a **meteoroid** enters the earth's **atmosphere**, we call it a **meteor**. As the earth passes through **asteroid belts** we see spectacular **meteor showers**. **Meteors** that reach the earth are called **meteorites**. Scientists believe a huge **meteorite** struck the earth about 65 million years ago. It left a pit in Mexico called the **Chicxulub Crater**. It's about 150 miles wide. The crash caused earthquakes and tsunamis. It may also have produced a change in the earth's environment. Some believe this event caused the dinosaurs to die out.



824

### methodology

**meteorite** /mɪ'tɪərɪt/ (meteorites) N-COUNT A **meteorite** is a large piece of rock or metal from space that has landed on earth. → see **meteor**

**meteorological** /mɪ'tɪərɪə'lɔ:dʒɪkəl/ ADJ **Meteorological** means relating to meteorology. [ADJ N] □ ...adverse **meteorological** conditions.

**meteorology** /mɪ'tɪərɪə'lɔ:dʒi/ N-UNCOUNT **Meteorology** is the study of the processes in the earth's atmosphere that cause particular weather conditions, especially in order to predict the weather. **meteorologist** /mɪ'tɪərɪə'lɔ:dʒɪst/ (meteorologists) N-COUNT □ *Meteorologists* have predicted mild rains for the next few days. → see **forecast**

**Word Link** meter = to measure: kilometer, meter, perimeter

**meter** /mɪ'tər/ (meters, metering, metered) N-COUNT A **meter** is a device that measures and records something such as the amount of gas or electricity that you have used. □ He was there to read the *electricity meter*. V-T To **meter** something such as gas or electricity means to use a meter to measure how much of it people use, usually in order to calculate how much they have to pay. □ Only a third of these households thought it reasonable to **meter water**. N-COUNT A **meter** is the same as a **parking meter**. N-COUNT A **meter** is a metric unit of length equal to 100 centimeters. □ She's running the 1,500 *meters* here.

**methadone** /mɛθə'dɒn/ N-UNCOUNT **Methadone** is a drug that is sometimes prescribed to heroin addicts as a substitute for heroin. □ ...the danger of patients *overdosing* on **methadone**.

**methane** /mɛθeɪn/ N-UNCOUNT **Methane** is a colorless gas that has no smell. Natural gas consists mostly of methane.

**methanol** /mɛθə'nɔ:l/ N-UNCOUNT **Methanol** is a colorless, poisonous liquid, used as a solvent and fuel. □ ...so-called *alternative fuels* such as ethanol and methanol.

**method** /mɛθəd/ (methods) N-COUNT A **method** is a particular way of doing something. □ The *pill* is the most efficient *method of birth control*. → see **experiment, science**

**Thesaurus** method Also look up:  
N. manner, procedure, process, system, technique

**Word Partnership** Use **method** with:  
ADJ. alternative/traditional method, best method, effective method, new method, preferred method, scientific method  
N. method of payment, teaching method  
V. develop a method, use a method

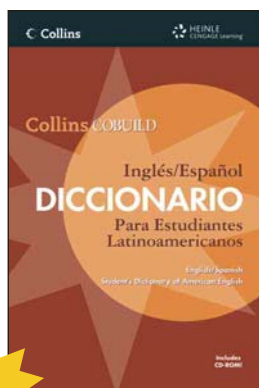
**methodical** /mɛθə'dɪkəl/ ADJ If you describe someone as **methodical**, you mean that they do things carefully, thoroughly, and in order. □ *Da Vinci* was **methodical** in his research, carefully recording his observations and theories. **methodically** /mɛθə'dɪkəl/ ADV [ADV with V] □ She **methodically** put the things into her suitcase.

**Methodism** /mɛθədɪzəm/ N-UNCOUNT **Methodism** is the beliefs and practices of Methodists.

**Methodist** /mɛθədɪst/ (Methodists) N-COUNT **Methodists** are Protestant Christians who follow the teachings of John Wesley and who have their own branch of the Christian church and their own form of worship.

**methodology** /mɛθədɪlədʒi/ (methodologies) N-VAR A

**NEW!**



## COLLINS COBUILD ENGLISH/SPANISH STUDENT'S DICTIONARY of American English

(Collins COBUILD Inglés/Español Diccionario Para Estudiantes Latinoamericanos)

**LEVEL:** low-intermediate to high-intermediate

The *Collins COBUILD English/Spanish Student's Dictionary of American English* is specially designed for Spanish-speaking learners of English who need the extra support of their native language. This bilingual learner's dictionary provides Spanish translations for all definitions, senses, examples, and explanatory terms to complement the English material and to provide additional support to the learner when they encounter a difficult word or expression.

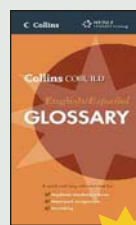
### COMPONENTS

Softcover with CD-ROM (1008 pp.)

**acclaim** /əˈkleɪm/ (acclaims, acclaiming, acclaimed) **V-T** If someone or something is **acclaimed**, they are praised enthusiastically. *aclamar, aplaudir, vitorear* [FORMAL] □ *The restaurant has been widely acclaimed for its excellent French food. El restaurante se ha hecho famoso por su excelente comida francesa.* □ *He was acclaimed as America's greatest filmmaker. Lo aclamaron como el más grande cineasta estadounidense.* ● **acclaimed** **ADJ** *aplaudido, aclamado* □ *She has published six highly acclaimed novels. Ha publicado seis novelas muy aplaudidas.* **N-UNCOUNT** **Acclaim** is public praise for someone or something. *aplausos, ovación, aclamación* [FORMAL] □ *Angela Bassett has won acclaim for her excellent performance. Angela Bassett se ha ganado el aplauso por sus excelentes interpretaciones.*



Spanish translations are provided for all definitions.



**NEW!**

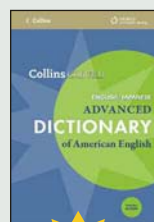
## COLLINS COBUILD ENGLISH/ESPAÑOL GLOSSARY

**Level:** low-intermediate to high-intermediate  
Paperback (400 pp.)

The *Collins COBUILD English/Español Glossary* is a perfect reference tool designed to assist students with:

- ▶ Learning new academic vocabulary words found in all disciplines as well as standardized exams.
- ▶ Understanding homework assignments.
- ▶ Success in test-taking.

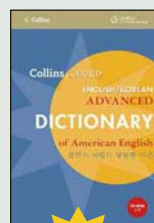
### OTHER BILINGUAL DICTIONARIES



**NEW!**

## COLLINS COBUILD ADVANCED DICTIONARY OF AMERICAN ENGLISH, ENGLISH/JAPANESE

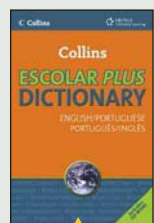
**Level:** high-intermediate to advanced  
Paperback with CD-ROM (1712 pp.)



**NEW!**

## COLLINS COBUILD ADVANCED DICTIONARY OF AMERICAN ENGLISH, ENGLISH/KOREAN

**Level:** high-intermediate to advanced  
Paperback with CD-ROM (1744 pp.)



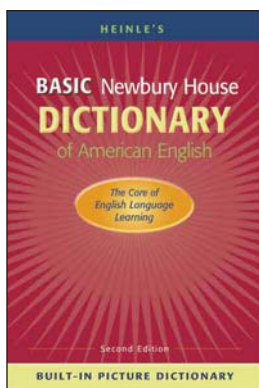
**NEW!**

## COLLINS ESCOLAR PLUS DICTIONARY

(English/Portuguese/Português/Inglês)

**Level:** low-intermediate to high-intermediate  
Paperback (1056 pp.)

See pages 30 – 31 for a full introduction to the COBUILD dictionaries.



## HEINLE'S BASIC NEWBURY HOUSE DICTIONARY OF AMERICAN ENGLISH with Built-in Picture Dictionary

Second Edition

**Philip Rideout, Chief Editor**

**LEVEL:** low-beginning to low-intermediate

Ideal for emerging readers and writers, *Heinle's Basic Newbury House Dictionary* focuses on what English language learners need and want to know. To help students build their vocabulary and make the transition from bilingual and picture dictionaries to more comprehensive dictionaries, *Heinle's Basic Newbury House Dictionary* contains:

### Learner's Dictionary

- ▶ Clear definitions for 15,000+ words using a controlled vocabulary of 2,500 words
- ▶ Useful sample sentences to show proper usage
- ▶ 800 illustrations to improve comprehension
- ▶ Cultural and usage notes
- ▶ Extensive appendixes

### Built-in Picture Dictionary

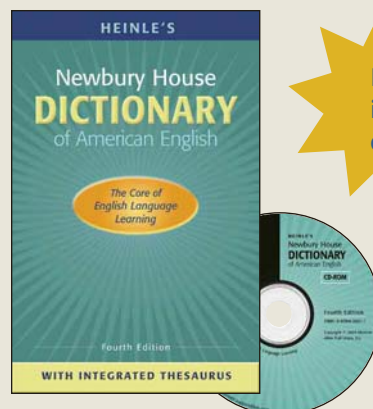
- ▶ 40-page, full-color picture dictionary highlighting new vocabulary and word families

### Built-in Activity Guide

- ▶ 12 engaging theme-based lessons developing essential dictionary and vocabulary-building skills

### COMPONENTS

Softcover Dictionary (632 pp.)  
Hardcover Dictionary (632 pp.)



**Interactive CD-ROM included with every dictionary!**



## HEINLE'S NEWBURY HOUSE DICTIONARY OF AMERICAN ENGLISH with Integrated Thesaurus

Fourth Edition

**Philip Rideout, Chief Editor**

**LEVEL:** low-intermediate to high-intermediate

*Heinle's Newbury House Dictionary* focuses on what English language learners need and want to know. To help students build their vocabulary and increase their reading, writing, listening, and speaking skills, *Heinle's Newbury House Dictionary* includes:

### Learner's Dictionary

- ▶ Clear definitions for 40,000+ frequently used words with up-to-date words and expressions
- ▶ Useful sample sentences, illustrations, cultural references, and usage notes
- ▶ Extensive appendixes with maps, countries, and more

### Integrated Thesaurus

- ▶ Includes synonyms, antonyms, and collocations for over 2,500 words to expand vocabulary and writing fluency

### Built-in Activity Guide

- ▶ 22 engaging theme-based lessons that develop essential dictionary and vocabulary-building skills

### COMPONENTS

Softcover Dictionary with CD-ROM (1232 pp.)  
Hardcover Dictionary (1232 pp.)  
Hardcover Dictionary with CD-ROM (1232 pp.)  
Dictionary on CD-ROM (dual platform)

CD-ROM SITE LICENSE\*

\* For pricing or to purchase, call Technology Services at 800-423-0563.

[elt.heinle.com/nhd](http://elt.heinle.com/nhd)

# LEVEL GUIDE

	PAGE NUMBER	LITERACY	LOW-BEGINNING	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
<b>LITERACY</b>									
Collaborations: Literacy	48	•	•						
Literacy in Lifeskills: 1, 2	48	•							
Sam and Pat: 1, 2	48	1	2						
<b>CORE PROGRAMS</b>									
Better English Everyday: 1, 2, 3	48			1	1	2	2	3	
Collaborations: Literacy; Beginning 1, 2; Intermediate 1, 2	48	L	L	Beg 1	Beg 2	Int 1	Int 1	Int 2	
Crossroads Café: Photo Stories A, B	47			•	•				
Crossroads Café: Worktexts A, B	47				•	•	•	•	•
Downtown: Basic, 1, 2, 3, 4 <i>NEW Basic Level!</i>	40		Basic	1	2	3	3	4	
English in Action: 1, 2, 3, 4	42		1	1	2	3	3	4	
In Detail: 1, 2	46							1	2
Intercom 2000, 3/e: 1, 2, 3, 4	48			1	2	3	4		
New Grammar in Action, The: Basic, 1, 2, 3	59		Basic	Basic	1	2	2	3	
Perspectives 2000, 3/e: 1, 2	48							1	2
Practical English, 2/e: 1, 2, 3	48			1	2	3			
Stand Out, 2/e: Basic, 1, 2, 3, 4, 5 <i>NEW!</i>	38		Basic	1	2	3	3	4	5
Up Close: 1, 2, 3, 4	46			1	2	3	4		
World Link: Intro, 1, 2, 3	44			Intro	1	2	3		
World Link Video Course: Intro 1, 2, 3	45			Intro	1	2	3		
World Pass: 1, 2	44							1	2
Writing Practical English, 2/e: 1, 2, 3	48			1	2	3			
<b>WORKPLACE/CITIZENSHIP</b>									
U.S. Citizen, Yes, 2/e <i>NEW!</i>	47			•	•	•			
<b>READING</b>									
Access Reading: 1, 2, 3, 4	48				1	2	3	4	
At Home in Two Lands, 2/e	69						•		
Far From Home, 3/e	69				•	•			
Sam and Pat: 1, 2	48	1	2						
<b>DICTIONARIES</b>									
Collins COBUILD Advanced Dictionary of American English	34								•
Collins COBUILD Interm. Dictionary of American English <i>NEW!</i>	33					•	•	•	
Heinle Picture Dictionary, The	28		•	•	•	•			

Stand Out works! And now it works even better!

## STAND OUT Basic – 5 Standards-Based English, Second Edition

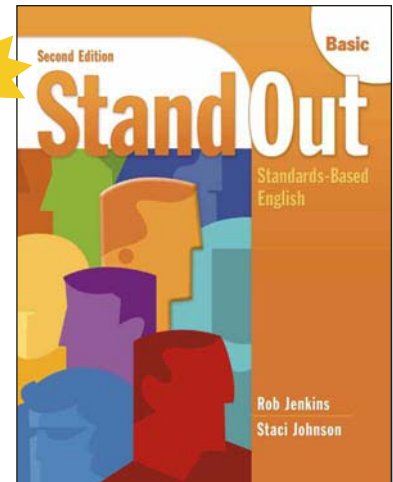
Rob Jenkins, Staci Johnson

LEVEL: low-beginning to advanced

Built from the standards necessary for adult English learners, the second edition of *Stand Out* gives students the foundation and tools they need to develop confidence and become independent, lifelong learners. Now includes a new advanced level!

- ▶ **Student Books** integrate language development, life skills, and real-world project activities in a proven format.
- ▶ **Team Projects** apply unit objectives through motivating task-based activities that group learners of different levels together.
- ▶ **New!** The **Lifeskills Video Program** creates engaging opportunities for students to become even more successful learners of English. An online Teacher's Guide supports the video program with lesson plans, video scripts, and student worksheets.
- ▶ **New!** **Classroom Presentation Tool CD-ROM** includes art, photos, grammar charts, and audio from the presentation section of each lesson in the Lesson Planner to help make presenting each lesson even easier!
- ▶ **New!** **Grammar instruction** is integrated in every lesson, and *Grammar Challenge* workbooks are directly aligned to the student book. Online grammar practice is also available through *Grammar Café*.
- ▶ **New!** **Split editions with a pre-unit or bridge lesson** allow students to transition seamlessly throughout the program.
- ▶ **Ground-breaking Lesson Planners** take the guesswork out of meeting the standards while offering high-interest, meaningful language activities, and three levels of pacing for each book.
- ▶ **Activity Bank CD-ROM**, included in the Lesson Planner, includes multilevel worksheets for each lesson.
- ▶ **Reading and Writing Challenge** offers additional reading and writing skills development and practice.
- ▶ **Assessment CD-ROM with ExamView®** allows teachers to create, customize, and correct tests and quizzes quickly and easily.

NEW!



New video program!



### SERIES COMPONENTS

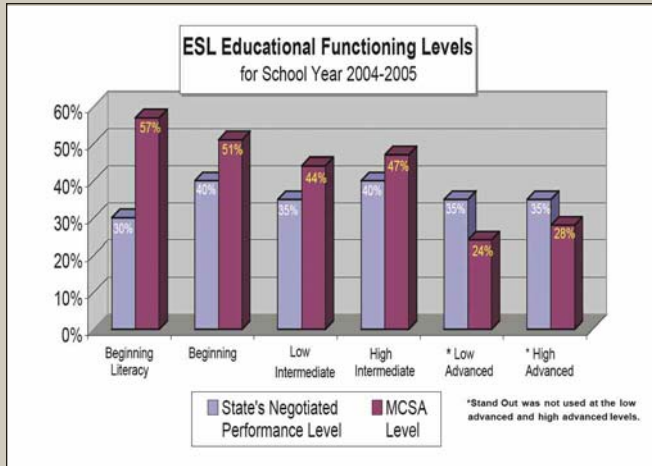
- Student Texts
- Split Editions
- Grammar Challenge Workbooks
- Reading & Writing Challenge Workbooks
- NEW! Lifeskills Video
- Audio CDs
- Grammar Café, see p. 58
- Lesson Planners with Audio CDs and Activity Bank CD-ROM w/audio
- Classroom Presentation Tool CD-ROM
- Assessment CD-ROMs with ExamView®
- Placement Test Package
- Stand Out Instructional Video
- ELT Advantage: *Practical Ideas for the Adult ESL/EFL Classroom* by Rob Jenkins, p. 116

See pp. 140-141 for Stand Out ISBN/Price listings

[elt.heinle.com/standout](http://elt.heinle.com/standout)



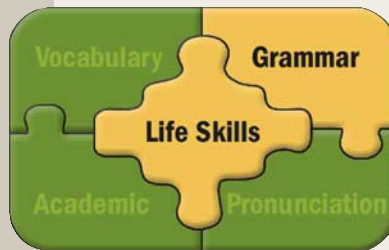
Stand Out works!



*"Using the Stand Out series, we have far exceeded the benchmarks established by the federal government."*

*Helen Sanpei, Principal,  
McKinley Community School for Adults,  
Honolulu, HI*

And now it works even better!



*"The major strength of the new edition is the integrated approach of listening, speaking, reading, writing, grammar AND pronunciation practice."*

*Heidi Perez, Instructor,  
Adult Learning Center,  
Lawrence, MA*



**Bring your classroom to life!**

**Lifeskills Video Program**

Each level of *Stand Out* features a DVD presenting eight units of clips that support and reinforce many of the life skill competencies covered in the series. Each unit consists of the following:

- ▶ A short original dramatic episode that follows Hector, his friends, and his family as they live, work, and study in a community in the United States.
- ▶ A "My Story" segment featuring real-life interviews with students and professionals from around the world.
- ▶ Worksheets with "Before," "While," and "After You Watch" activities.



**The Stand Out Approach**

- Establish a context and purpose.
  - ✓ Warm-up
  - ✓ Introduction
- Provide students with the building blocks and skills they need.
  - ✓ Presentation
- Provide meaningful tasks.
  - ✓ Practice
- Ensure that students are successful.
  - ✓ Evaluation
- Allow students to use the language.
  - ✓ Application

Combine the grammar syllabus you want with the standards alignment you need!

## DOWNTOWN Basic – 4 English for Work and Life

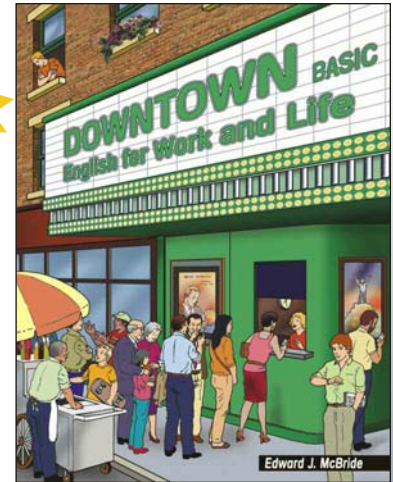
Edward J. McBride

LEVEL: beginning to high-intermediate

*Downtown* offers a contextualized, balanced approach that emphasizes the language skills needed in daily life as well as in the workplace. Combining a standards-based and a grammar-based syllabus, *Downtown* gives English learners the comprehensive language skills they need to succeed.

- ▶ **Picture dictionary-style chapter openers** introduce vocabulary in context.
- ▶ **Theme-based chapters include three lessons**, with the third focusing on the skills and vocabulary necessary for the workplace.
- ▶ **Events and actions in the lives of recurring characters** provide the context and motivation for features such as “Grammar Check,” “Say It,” and “Problem Solving.”
- ▶ **Game Time offers lively communicative activities** that allow the students to relax and have fun with the language.
- ▶ **The strong grammar syllabus** supports the integrated language learning focus.
- ▶ **Problem solving activities** engage students’ critical thinking.
- ▶ **A humorous serial-style cartoon** in Levels 1 and 2 and the “Downtown Journal” newspaper in Levels 3 and 4 review instructional content and introduce additional activities at the end of each chapter.
- ▶ **Assessment CD-ROM with ExamView®** allows teachers to create, customize, and correct tests and quizzes quickly and easily.
- ▶ **Full-color transparencies** can be used to introduce lessons, develop vocabulary, and stimulate expansion activities.
- ▶ **Alignment with the CASAS, SCANS, EFF Competencies**, and state standards supports classroom and program goals.
- ▶ The **Teacher’s Editions** include an **Art Bank PowerPoint® Presentation Tool** on CD-ROM which provides colorful and dynamic presentations for classroom use.
- ▶ **New! Basic level** gives beginning students the skills they need through level-appropriate learning activities.

**NEW!**  
Basic Level



A balanced approach to meeting the standards!

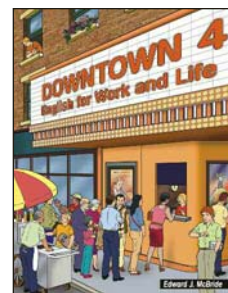
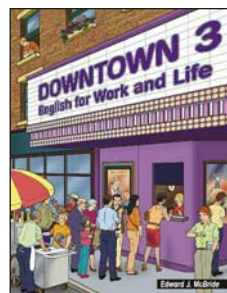
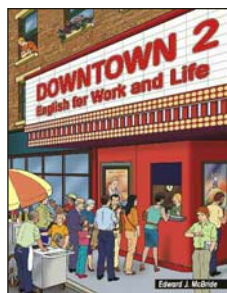
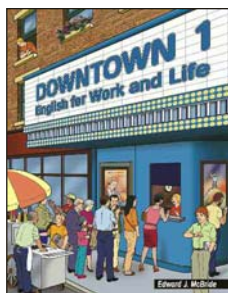
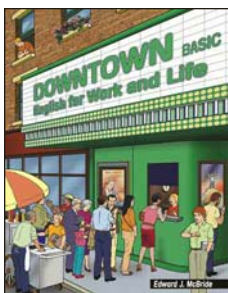


### SERIES COMPONENTS


- Student Texts
- Workbooks
- Audio (CDs or Tapes)
- Grammar Café*, see p. 58
- Teacher’s Editions with Art Bank CD-ROM
- Assessment CD-ROMs with ExamView®
- Transparencies

See p. 129 for Downtown ISBN/Price listings

[elt.heinle.com/downtown](http://elt.heinle.com/downtown)



Picture dictionary-style chapter openers introduce vocabulary in context and outline chapter goals.

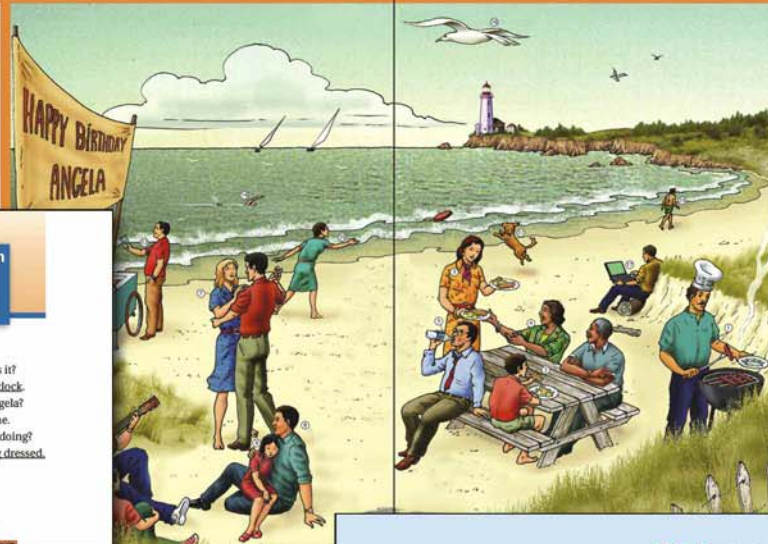


## Busy Lives

CHAPTER

# 5


GOALS



**Listen**

Listen and point to the action words you hear. Then point to the person or animal in the picture doing each action. Listen again and repeat each word.

1. cooking
2. eating
3. giving
4. taking
5. drinking
6. singing
7. dancing
8. listening
9. sleeping
10. throwing
11. jumping
12. selling
13. buying
14. swimming
15. walking
16. flying
17. working




## At Home

Lesson

# 1

**1 Say It** Practice the conversation with a partner.




A: What time is it?  
B: It's seven o'clock.

A: Where is Angela?  
B: She's at home.

A: What is she doing?  
B: She's getting dressed.

get dressed

Practice the conversation again. This time use the pictures below.




## On Vacation

Lesson

# 2

**1 Say It** Practice the conversation with a partner.



A: Where are Rosa and Cindy?  
B: They are in the pool.


A: What are they doing?  
B: They're swimming.

in the pool / swim

Practice the conversation again. This time use the pictures below.


# DOWNTOWN

**1 Write** Write the correct words in the blanks. Use these words: *thinking, drinking, sitting, are, they, He's, who*.




Rosa: Hi, Cindy, what are you (1) \_\_\_\_\_?

Cindy: I'm just (2) \_\_\_\_\_ here and (3) \_\_\_\_\_ coffee.




Rosa: Really? What else are you doing?

Cindy: Well, I'm also (4) \_\_\_\_\_.




Rosa: What are you thinking about? Or would I say, (5) \_\_\_\_\_ (6) \_\_\_\_\_ you thinking about?



Cindy: Alberto. He is on vacation in the mountains. (7) \_\_\_\_\_ asking with his brother.

Rosa: Oh, I understand.




Rosa: How long (8) \_\_\_\_\_ (9) \_\_\_\_\_ staying in the mountains?

Rita: Four days.

Rosa: Why don't you call him?

Rita: I don't know, Rosa. I wish Cindy call him!




Cindy: Alberto? It's me, Cindy. Alberto? Cindy! I was just (10) \_\_\_\_\_ about you.

Cindy: Really? Alberto? Really!

Rita: That's nice.

**9 Group Practice** Work in groups of three. Practice the story.

Chapter 5 Review 101




## At Work

Lesson

# 3

**1 Say It** Practice the conversation with a partner.




A: Is Carmen working?  
B: Yes, she is.


A: What is she doing?  
B: She's greeting a patient.

greet a patient


Practice the conversation again. This time use the pictures below.



1. answer the phone



2. take a message



3. take a break

**2 Write** Finish each sentence with one of the choices in the box. Use the present continuous.

drive a bus	serve food	give a customer change
cash a check	answer the phone	help a customer

1. Sarah is a waitress. Right now ... she is serving food .
2. Hector is a bus driver. Right now ... \_\_\_\_\_ .
3. Rosa is a cashier. Right now ... \_\_\_\_\_ .
4. Carmen is a receptionist. Right now ... \_\_\_\_\_ .
5. Alex is a salesperson. Right now ... \_\_\_\_\_ .
6. Lin is a bank teller. Right now ... \_\_\_\_\_ .

Theme-based chapters include three lessons. The third lesson focuses on the skills and vocabulary necessary for the workplace.

A serial-style cartoon at the end of each chapter reviews instructional content while providing the basis for role-play and team tasks.

**Take Action! See, hear, and actively practice the language of everyday life!**

## ENGLISH IN ACTION 1 – 4

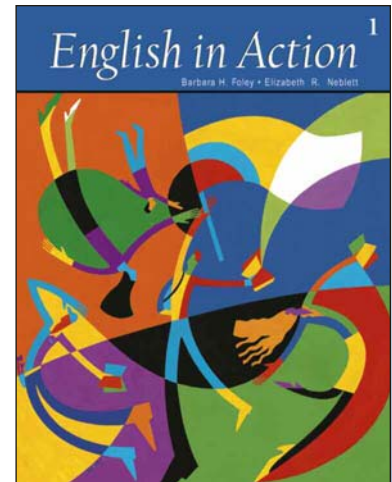
Barbara H. Foley, Elizabeth R. Neblett

Correlated to EFF, CASAS, SCANS, and State ESL Standards!

LEVEL: low-beginning to high-intermediate

*English in Action* is a four-level core language series for secondary and adult students that engages learners as workers, family members, and citizens. Students master listening, speaking, reading, writing, and grammar through a variety of lively, classroom-tested, easy-to-use activities.

- ▶ **“Dictionary”**: Colorful pictures introduce vocabulary in a picture dictionary format.
- ▶ **“Active Grammar”**: Structured exercises and charts present and practice necessary grammar in context.
- ▶ **Pronunciation**: Sound discrimination and production activities complement extensive listening opportunities.
- ▶ **“Working Together”**: Group work, pair work, and cooperative tasks help students explore the language.
- ▶ **“The Big Picture”**: Lively scenes based on chapter themes integrate listening, vocabulary, and structure.
- ▶ **“Reading”**: Readings from interviews of real people in real communities expand student literacy.
- ▶ **“Writing Our Stories”**: Authentic models give students an opportunity to write about themselves.
- ▶ **“Practicing on Your Own”**: Homework exercises provide reinforcement in class or at home.
- ▶ **“Looking At...”**: Forms, numbers, charts, and a variety of realia provide a closer look at interesting topics.



Workbook with Audio CD provides listening practice beyond the textbook!

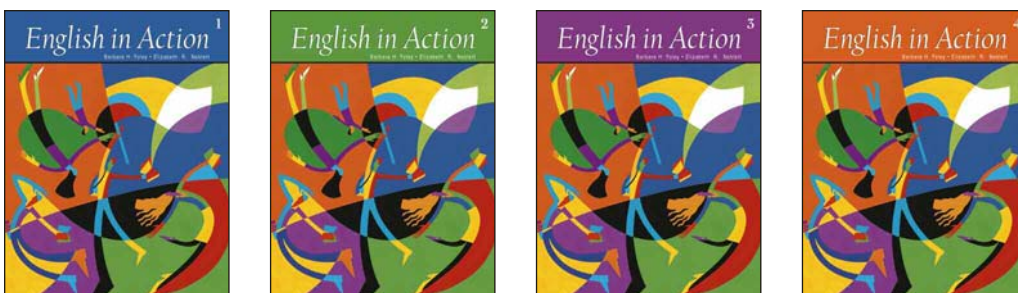


### SERIES COMPONENTS

Student Texts  
Workbooks with Audio CD  
Audio (CDs or Tapes)  
*Grammar Café*, see p. 58  
Teacher's Guides  
Assessment CD-ROM with ExamView®

See p. 130 for English in Action ISBN/Price listings

[elt.heinle.com/englishinaction](http://elt.heinle.com/englishinaction)



















For additional reading practice, see *Access Reading* on p. 48.

# 6 My City

Dictionary: Adjectives, Locations, Climate

**A. Listen and repeat.**

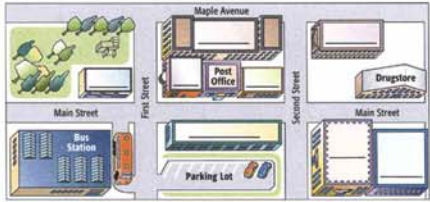
Adjectives

 LARGE large	 small small	 quiet quiet	 noisy noisy
 busy busy	 clean clean	 dirty dirty	 fun fun
 safe safe	 dangerous dangerous	 beautiful beautiful	 ugly ugly
 cheap cheap	 expensive expensive	 interesting interesting	 boring boring

◀ The Picture Dictionary introduces vocabulary at beginning levels.

## Active Grammar: Prepositions

**A. Listen and complete the map.**



**B. Pair practice. Talk about the locations on the map above.**

Where's the \_\_\_\_\_? It's on \_\_\_\_\_.

**C. Complete. Look at the map above.**

across from	between	on
behind	next to	on the corner of


- The supermarket is across from the bank.
- The parking lot is \_\_\_\_\_ the supermarket.
- The bank is \_\_\_\_\_ First Street and Main Street.
- The post office is \_\_\_\_\_ the bank and the coffee shop.
- The bakery is \_\_\_\_\_ the park.
- The laundromat is \_\_\_\_\_ Second Street.
- The bus station is \_\_\_\_\_ the parking lot.
- The bookstore is \_\_\_\_\_ Main Street and Second Street.

▶ Grammar is taught actively in context.

◀ Reading and writing skills are developed through personalized exercises.

## Writing Our Stories: My City

**A. Read.**



My name is Steven Leo. I am from Taipei, Taiwan. Taipei is the largest city in Taiwan. The population of my city is about 7,700,000. Taipei is in the north of the island. It has mountains and rivers. My city is big, and it is interesting. The Taipei City Zoo is a famous zoo. The National Palace Museum has a wonderful collection of Chinese art. The weather in Taipei is good all year, but it is often humid. The Taiwanese people are hardworking and friendly.

**B. Write.**

I am from \_\_\_\_\_, \_\_\_\_\_ The  
city country

population of my city is about \_\_\_\_\_. It is \_\_\_\_\_.  
population location

My city is \_\_\_\_\_ is \_\_\_\_\_.  
large / small city adjective

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ and \_\_\_\_\_

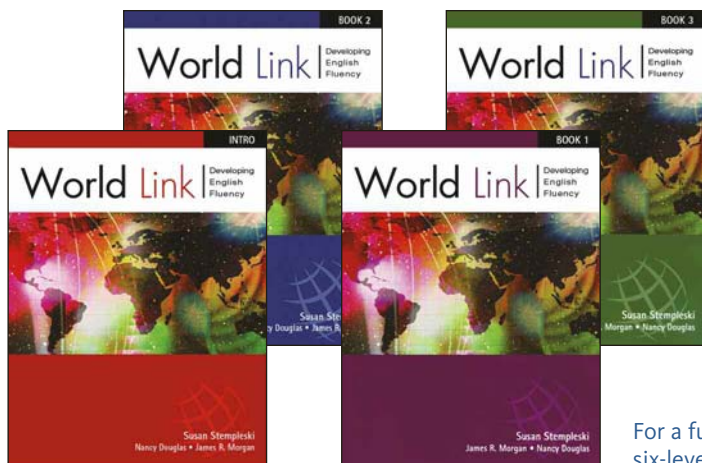
The people in my city are \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Writing Note**  
Use a comma between the name of a city and the name of a country: Taipei, Taiwan.



For a fully-articulated, six-level curriculum, use *World Link* followed by *World Pass*.

## WORLD LINK Intro – 3

Developing English Fluency

Susan Stempleski, Nancy Douglas, James R. Morgan with Andy Curtis

LEVEL: beginning to intermediate

Combining dynamic vocabulary with essential grammar and universal topics, *World Link* enables students to communicate confidently and fluently. A complete package of supplementary materials motivates students and empowers teachers to maximize classroom time.

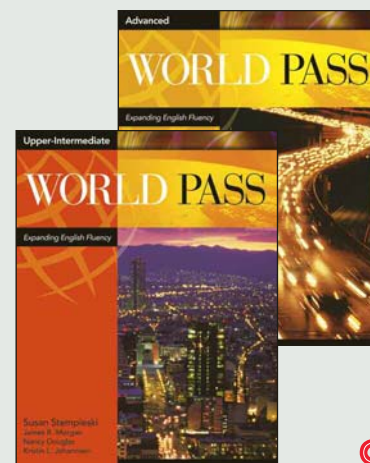
- ▶ **Workbooks and Video Course Workbooks are available online** as well as in print!
- ▶ **Appealing and universal topics** include: Unsolved Mysteries, Modern Family Trends, Dream Jobs.
- ▶ **Grammar is taught through either inductive or deductive techniques.**
- ▶ **An original video program includes two distinct video formats:** “City Living” and “Global Viewpoints,” which each contain 2 – 3 minute clips for each unit.
- ▶ **Unprecedented teacher support** in the Teacher’s Edition includes “Lesson Planning Guides” for each unit and “Professional Development Pages” by Andy Curtis.
- ▶ **The Teacher’s Resource Book** with reproducible activities, **Presentation Tool CD-ROM in PowerPoint®**, and a **Teacher Web site**, offers variety through an abundance of resources.
- ▶ **Online Teacher Training** shows how each component fits together, provides tips on how to use the program in the classroom, and presents additional classroom activities.

### SERIES COMPONENTS

- Student Texts
- Workbooks (Print or Online)
- Combo Split Editions (Student Text/Workbook)
- Video Workbooks (Print or Online)
- Teacher’s Editions with Presentation Tool CD-ROM
- Teacher’s Resource Books
- Audio (CDs or Tapes)
- Videos (DVD or VHS)
- Video Course Teacher’s Guides
- Assessment CD-ROM with ExamView® plus Audio
- Guided Tour CD-ROM
- ELT Advantage: *Pursuing Professional Development* by Andy Curtis, p. 116



[elt.heinle.com/worldlink](http://elt.heinle.com/worldlink)



## WORLD PASS 1 & 2

Expanding English Fluency

Susan Stempleski, Nancy Douglas, James R. Morgan, Kristin L. Johannsen with Andy Curtis

LEVEL: upper-intermediate to advanced

To help students expand their fluency, *World Pass* focuses on dynamic vocabulary building, essential grammar, and stimulating activities that emphasize the language they need for real world communication.

- ▶ **Two Workbook formats!**  
In addition to printed versions, the Workbooks are available online.
- ▶ **“Language Focus” sections highlight essential grammar points** and provide opportunities for fluency practice.
- ▶ **“Speaking” sections present a specific speaking skill or strategy** and an open-ended communicative task to help expand fluency.

- Student Texts
- Workbooks (Print or Online)
- Teacher’s Editions
- Teacher’s Resource Books
- Audio (CDs or Tapes)
- CNN® Videos (DVD or VHS)
- Combo Split Editions (Student Text/Workbook)
- Assessment CD-ROM with ExamView®
- ELT Advantage: *Pursuing Professional Development* by Andy Curtis, p. 116

[elt.heinle.com/worldpass](http://elt.heinle.com/worldpass)

*Bring the English-speaking world to your classroom!*

## WORLD LINK VIDEO COURSE Intro – 3 Developing English Fluency

Susan Stempleski

LEVEL: beginning to intermediate

Created specifically for English language learners, the *World Link Video Course* will enliven classroom instruction and improve students' fluency. Whether used in support of the *World Link* series or as a stand-alone video course, it provides unique, motivating, and fun opportunities for learners to practice and improve their communication skills.

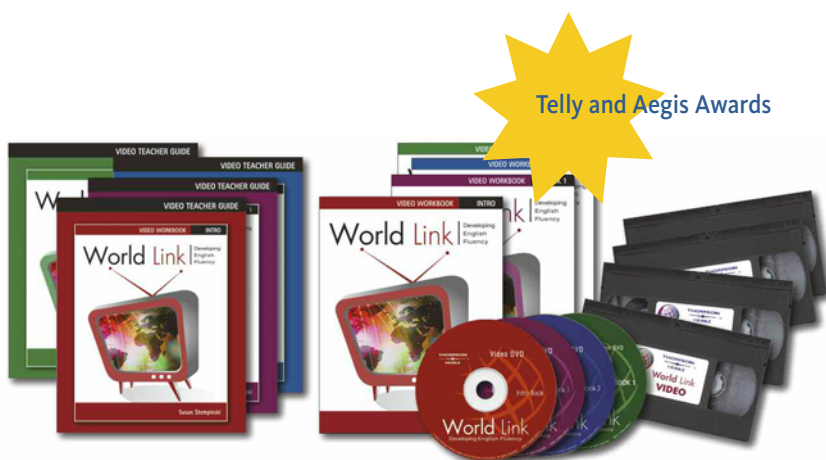
- ▶ **Twelve video units for each level** in the series include two distinct video formats divided into 2 – 3 minute clips:
  - ✓ **“City Living”**: original dramatic episodes about six friends from different countries living, studying, and working in New York City
  - ✓ **“Global Viewpoints”**: real-life interviews with students and professionals that offer examples of real English language use while presenting viewpoints from a wide variety of cultural backgrounds
- ▶ The printed Video Workbook includes **eight pages of activities per unit** that enhance the video viewing experience and allow for as much language practice as possible.
- ▶ **The Online Video Workbooks** provide all video segments and integrate related activities, offering auto-graded exercises and a learning management system that allows both teachers and learners to track progress.
- ▶ “Your View” asks for **personal responses to questions** about issues related to the theme of the entire unit.
- ▶ **“Real English” boxes** appear throughout the entire unit and explain cultural points or colloquial language points that appear in “City Living” and “Global Viewpoints.”
- ▶ Teacher's Guides include **step-by-step teaching notes**, video scripts, timings, answer keys, quizzes, and an introduction to teaching with video.



### SERIES COMPONENTS

Videos (DVD or VHS)  
Video Workbooks (Print or Online)  
Video Teacher's Guides

See pp.143-144 for World Link Video Course  
ISBN/Price listings



See p. 44 for the complete *World Link* series.

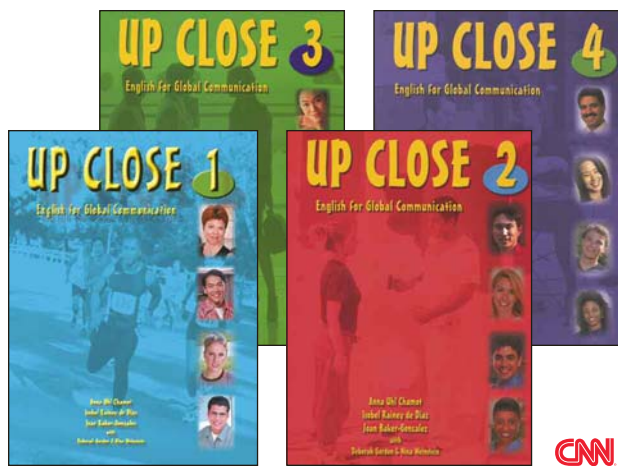
*“I have a personal passion for using video in the classroom and have found it to be an extremely useful tool for improving students' fluency.”*



**Susan Stempleski**

*Columbia University Teachers College, New York City*

*World Link Series Editor, teacher trainer, and noted author of film and video texts*



## UP CLOSE 1 – 4

English for Global Communication

**Anna Uhl Chamot, Isobel Rainey de Diaz, Joan Baker Gonzalez with Deborah Gordon and Nina Weinstein**

**LEVEL:** beginning to intermediate

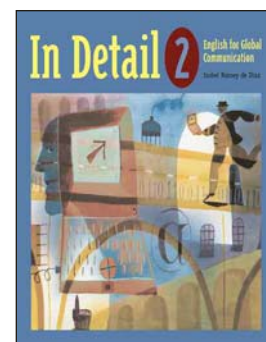
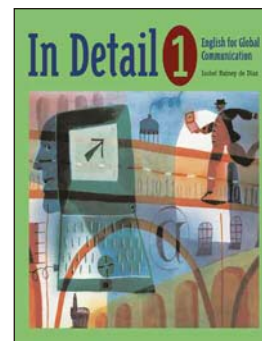
The *Up Close* series' spiraled approach to language learning—presentation, reinforcement, and expansion of communication forms and structures—promotes the gradual but secure development of English language skills.

- ▶ Books 1 & 2 include a **photo story** that provides a natural context for grammatical and functional forms. Books 3 & 4 use a longer dialog that reflects the learner's language development.
- ▶ **Interleaved Teacher's Editions** offer suggestions for extension activities, language and cultural notes, word banks, tips for skills development, and more.
- ▶ **Teacher's Resource CD package** features assessment with ExamView® test-generating software.
- ▶ **Internet activities** include self-correcting quizzes which expand English language learning beyond the classroom.

### SERIES COMPONENTS

Student Texts with Audio CDs  
 Workbooks  
 Teacher's Editions  
 Classroom Audio (CDs or Tapes)  
 Situation Cards  
 CNN® Videos  
 Teacher's Resource CD Package with ExamView®

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## IN DETAIL 1 & 2

English for Global Communication

**Isobel Rainey de Diaz**

**LEVEL:** high-intermediate to advanced

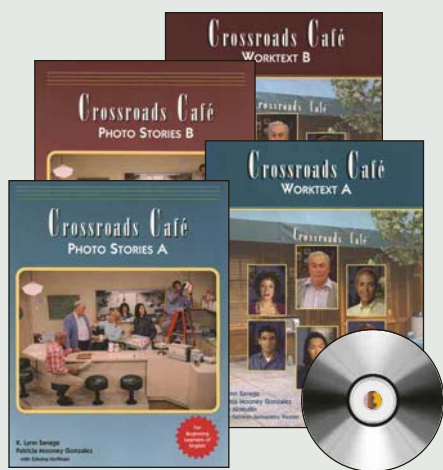
*In Detail* uses a spiraled approach to provide extensive review, reinforcement, and expansion of language skills.

- ▶ **Vocabulary development sections** occur in each chapter and within the reading, grammar, and writing sections.
- ▶ **Step-by-step reading development** includes vocabulary and critical thinking skills work.
- ▶ **Level-appropriate listening tasks** expand the skills needed in both academic and real-life situations.
- ▶ **Strong speaking focus** allows learners to develop their thoughts, offer opinions, and collaborate with others.
- ▶ **Carefully organized writing development sections** help learners improve their skills through practical activities.
- ▶ **Video Worksheets** offer pre- and post-viewing activities to facilitate use of the CNN® video component.
- ▶ **Strong teacher support package** includes ExamView® test generating software on the Teacher Resources CD-ROM.

### SERIES COMPONENTS

Student Texts  
 Student Workbooks  
 Teacher's Editions  
 Audio (CDs or Tapes)  
 Assessment CD-ROM with ExamView®  
 CNN® Video

[elt.heinle.com/indetail](http://elt.heinle.com/indetail)



## CROSSROADS CAFÉ

K. Lynn Savage, *Series Director*

Anna Cuomo, Patricia Mooney Gonzalez,  
Mary McMullin, Elizabeth Minicz,  
Lydia Omari, Kathryn Powell

LEVEL: beginning to advanced

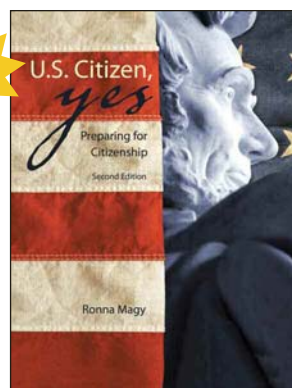
*Crossroads Café* is a video-based program about real people working and living in the U.S.! Colorful Photo Stories and Worktexts make this an ideal program for practicing all skills, as well as learning about U.S. culture and workplace competencies.

- ▶ 26 half-hour video episodes include “Word Play” and “Culture Clips.”
- ▶ Colorful Photo Stories for beginning students include still frames from the videos to aid in comprehension and vocabulary development.
- ▶ Worktexts with multilevel language activities develop listening, speaking, reading, writing, and grammar skills.
- ▶ Assessment Packages provide tools for formal, informal, and self- assessments.
- ▶ Correlated to EFF, CASAS, SCANS, and State ESL Standards!

### SERIES COMPONENTS

Photo Stories  
Worktexts  
Videos DVD  
Partner Guides  
Teacher’s Resource Books  
Reproducible Handouts  
Assessment Packages

**NEW!**



Updated for the new  
U.S. Citizenship test!

## U.S. CITIZEN, YES

Preparing for Citizenship, Second Edition

Ronna Magy

LEVEL: beginning to low-intermediate

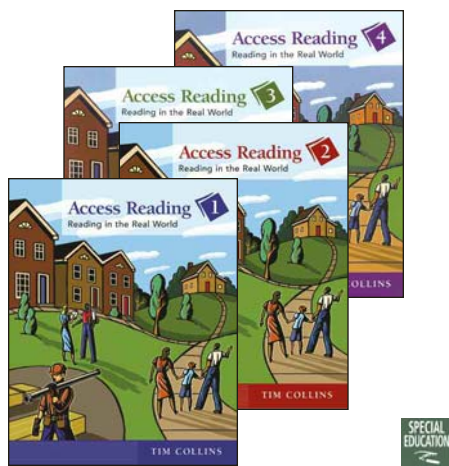
Thoroughly updated to reflect changes to the citizenship test, *U.S. Citizen, Yes* helps students become new and better citizens.

- ▶ **“Spotlight Readings”** and **vocabulary exercises** help students learn about important people, places, and events in U.S. history.
- ▶ **New!** Readings and activities on **history and government** reflect changes in the new citizenship test.
- ▶ Expanded **Unit Tests** prepare students for the new exam’s history and reading questions and writing dictations.
- ▶ **New!** An **Audio CD** provides **question and answer practice for the 100 questions in the naturalization interview**. The Audio CD also includes **oral prompts** to help students practice for the dictation part of the test.
- ▶ **New!** **“Civics Participation”** sections provide ideas for ways students can learn about and take part in community, local, state, and national events.
- ▶ **Beginning Level pages** offer lower-level students opportunities to learn about citizenship.
- ▶ Engaging **communicative activities and games** help students review and remember key concepts and details from each unit.

### COMPONENTS

Student Text  
Audio CD

See p. 142 for U.S. Citizen, Yes ISBN/Price listings



## ACCESS READING 1 – 4

Reading in the Real World

**Tim Collins**

LEVEL: high-beginning to high-intermediate

*Access Reading* helps students learn to access the information and resources they need to become effective workers, community members, and parents. It develops communication, decision-making, interpersonal, and lifelong learning skills through interesting readings and practical application of new knowledge.

- ▶ Each unit contains two reading passages based on a topic: health, friends, you and your community, staying informed, our heritage, time, money, and more.
- ▶ Essential reading strategies help students improve reading literacy.
- ▶ A special Access Reading Web site provides additional optional readings and activities.

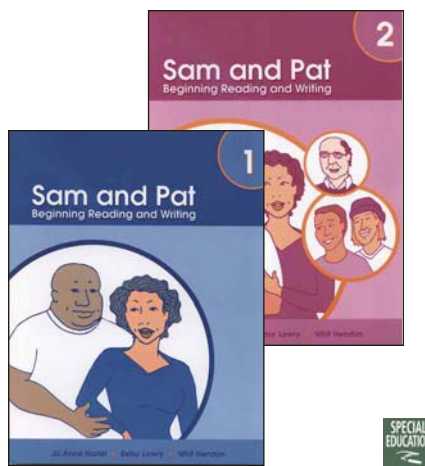
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Student Texts  
Audio (CDs or Tapes)  
Instructor's Manuals

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[elt.heinle.com/accessreading](http://elt.heinle.com/accessreading)

Ideal with core programs such as *Downtown*, p. 40; *Stand Out*, p. 38; and *English in Action*, p. 42.



## SAM AND PAT 1 & 2

Beginning Reading and Writing

**Jo Anne Hartel, Betsy Lowry, Whit Hendon**

LEVEL: literacy to low-beginning

*Sam and Pat* is a phonics-based series that uses a clear and interesting character-based storyline to teach reading and writing skills at the challenging low-beginning level.

- ▶ The intriguing storyline explores a family's daily life experiences at work, school, and home.
- ▶ Each lesson focuses on a target sound or sounds.
- ▶ "Phonetic Word Grids" corresponding to each lesson give students extra practice in identifying and writing phonetic words.
- ▶ Basic phonics-based writing activities enhance vocabulary acquisition and enhance reading skills development.
- ▶ Photocopiable flash cards are provided at the back of each text.

---

Student Texts  
Audio (CDs or Tapes)

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### ADDITIONAL ADULT/SECONDARY TITLES

#### BETTER ENGLISH EVERY DAY 1 – 3

Language for Living

**Paul Hamel**

LEVEL: beginning to high-intermediate

#### COLLABORATIONS Literacy – Int. 2

English in Our Lives

**Gail Weinstein, Jann Huizenga, Donna Moss, Cathy C. Shank, Lynda Terrill, Jean Bernard-Johnston**

LEVEL: literacy to high-intermediate

#### INTERCOM 2000 1 – 4, 3/e

**Anna Uhl Chamot, Joan Baker Gonzalez, Isobel Rainey de Diaz, Richard C. Yorkey**

LEVEL: beginning to intermediate

#### LITERACY IN LIFESKILLS 1 & 2

**Sally Gati**

LEVEL: literacy

#### PERSPECTIVES 2000 1 & 2, 3/e

**Anna Uhl Chamot, Isobel Rainey de Diaz, Joan Baker Gonzalez, Richard C. Yorkey, Linda Lee**

LEVEL: high-intermediate to advanced

#### PRACTICAL ENGLISH 1 – 3, 2/e

**Tim Harris, Allan Rowe**

LEVEL: beginning to low-intermediate

#### WRITING PRACTICAL ENGLISH 1 – 3, 2/e

**Tim Harris, Allan Rowe**

LEVEL: beginning to low-intermediate

## LEVEL GUIDE

	PAGE NUMBER	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	LOW-ADVANCED	ADVANCED
Advanced Grammar Book, The, 2/e	60							•
Applied English Grammar	60					•	•	•
Grammar Café: 1, 2, 3, 4, 5,6	58	1	1	2	2	4	5	6
Grammar Clips	58		•	•				
Grammar Connection: 1, 2, 3, 4, 5 <b>NEW!</b>	50	1	1	2	3	4	5	5
Grammar Dimensions, 4/e: 1, 2, 3, 4	52		1	2	2	3	4	4
Grammar Expert: Basic, 1, 2, 3 <b>NEW!</b>	59	Basic	1	1	2	3		
Grammar in Context, 4/e: Basic, 1, 2, 3	54	Basic	1	2	2	3		
Grammar Links: Basic, 1, 2, 3	56	Basic	1	2	2	3	3	3
More Grammar Practice: 1, 2, 3	59		1	2	2	3		
New Grammar in Action, The: Basic, 1, 2, 3	59	Basic	1	1	2	3		
Practice: Grammar	60				•	•	•	•
Problem/Solution	60					•	•	•
Tense Situations, 2/e	60					•		
Two-Word Verbs in English	60				•	•	•	
<b>GRAMMAR FOR WRITING</b>								
Read, Write, Edit	80						•	•
Think About Editing	82				•			
Top 10	80			•	•			
Top 20, 2/e	80					•	•	•
Writing Clearly: An Editing Guide, 2/e	82					•	•	•
Writing Essentials	82				•	•	•	•

*The level-appropriate grammar your students really need!*

## GRAMMAR CONNECTION 1 – 5

### Structure Through Content

Marianne Celce-Murcia and M.E. Sokolik, *Series Editors*

Book 1: **Jill Korey O'Sullivan**

Book 2: **Richard Firsten**

Book 3: **Karen Carlisi**

Book 4: **Sharon Hilles, Noel Houck**

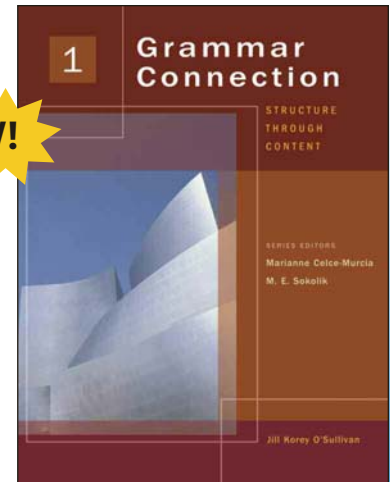
Book 5: **Cathleen D. Cake**

LEVEL: beginning to advanced

At each level, *Grammar Connection* teaches the grammar students really need to know for academic and professional success.

- ▶ **Accessible grammar presentation** through readings and conversations offers natural language instruction and prepares learners for academic success.
- ▶ **Authentic contexts from academic disciplines** provide essential background for grammar presentation and practice.
- ▶ **Concise lessons with clear grammar charts** create an easy-to-follow framework.
- ▶ **High-frequency academic vocabulary** is systematically developed in “Content Vocabulary” sections.
- ▶ **Multi-skills practice** in reading, writing, listening, and speaking simulates the skills learners need in academic contexts.
- ▶ **“Connection: Putting It Together”** synthesizes grammar, vocabulary, and content through communicative activities.
- ▶ **Review and Learner Logs** summarize language instruction and enhance learner independence.
- ▶ **Workbooks reinforce language** through controlled grammar practice, recycled academic vocabulary, and an extended writing tutorial.
- ▶ **Teacher's Annotated Editions** include detailed teaching suggestions as well as a *Classroom Presentation Tool CD-ROM* with Activity Bank Worksheets for interactive grammar presentation and additional communicative practice.

**NEW!**



Featuring academic content!



#### SERIES COMPONENTS

Student Texts

Workbooks

Audio (CDs or Tapes)

*Grammar Café*, see p. 58

*Grammar Clips*, see pg. 58

Teacher's Annotated Editions with

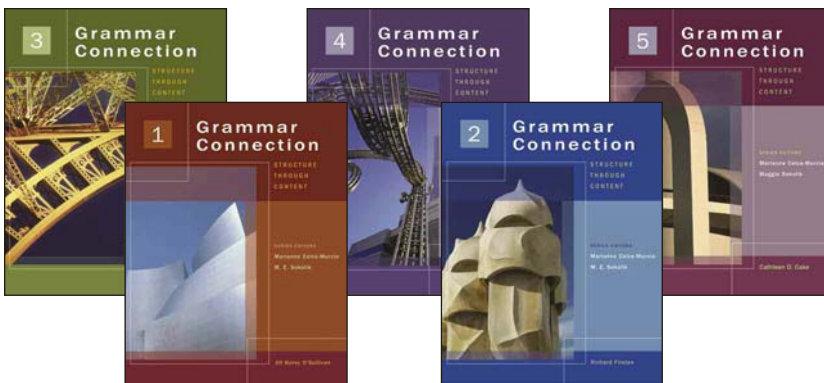
Activity Bank and Classroom

Presentation Tool CD-ROMs

Assessment CD-ROM with ExamView®

See p. 133 for Grammar Connection  
ISBN/Price listings

[elt.heinle.com/grammarconnection](http://elt.heinle.com/grammarconnection)



Also by Marianne Celce-Murcia: *The Grammar Book*, p.121.

#### Learning Packages complete the student experience.

- Package the **audio** with the text for only **\$1 more**.
- Package the **workbook** with the text for only **\$10 more**.
- Package the **audio and the workbook** with the text for only **\$11 more**.

**Lesson 8**

**Media: Television**

**CONTENT VOCABULARY**

Look at the pictures. Do you know these words?

reality show, sitcom, watch TV inside, news, sports, play outside, nature

Write the new words in your notebook.

**THINK ABOUT IT**

Do you watch television? If not, how often? \_\_\_\_\_ less than one hour a day?

**E Write Yes/No questions.**

1. you / have / a television *Do you have a television?*
2. you / rent / videos \_\_\_\_\_
3. you / watch / television in the evening \_\_\_\_\_
4. you / like / sitcoms \_\_\_\_\_
5. your wife / like / sports \_\_\_\_\_
6. she / control / the remote control \_\_\_\_\_

**COMMUNICATE**

**F GROUP WORK** What do your classmates do on the weekend? Ask your classmates Yes/No questions using the words in the chart. For each question, find a student who answers "Yes, I do." Write the student's name in the chart. Then report back to your class.

Academic content connects learners to authentic language.

Readings and dialogs present natural language.

**PART TWO Simple Present Wh- Questions**

**GRAMMAR IN CONTENT**

**A Read and listen.**

**Interview with a Media Professor: Part 2**

Interviewer: Do your children watch TV during the week?  
 Dr. Teleno: No, they don't.  
 Interviewer: When do they watch television?  
 Dr. Teleno: They only watch television on weekends.  
 Interviewer: Why do they watch TV only on weekends?  
 Dr. Teleno: I want my children to do their homework and play outside.  
 Interviewer: What do your children watch?  
 Dr. Teleno: My daughter likes cartoons.  
 Interviewer: What does your son like?  
 Dr. Teleno: He likes nature programs.  
 Interviewer: Where do they watch TV?  
 Dr. Teleno: In the living room.

**The Simple Present Tense: Wh- Questions**

Wh-Word	Do/Does	Subject	Base Verb	Answers
What	do	you	watch?	The news. OR I watch the news.
Where	does	she	live?	In California. OR She lives in California.
When	do	we	eat?	At 7:00. OR We eat at 7:00.
Who	does	he	love?	Marta. OR He loves Marta.
How	do	you	feel?	Good. OR I feel good.
Why	do	you	study?	(Because) I want good grades.

**Note:** When Who or What is the subject of a question, don't add do or does before the verb. Example: Who watches television? (NOT: Who does watch television?)

Look at the dialogue "Interview with a Media Professor: Part 2." Complete the questions. Then write answers to the questions.

1. When do Dr. Teleno's children watch TV? *Only on weekends.*
2. Why do her children watch television only on weekends?

Multi-skills practice and editing exercises focus on grammar proficiency.

Clear grammar charts and concise lessons create a learning framework.

Do you ...	Student's Name
... watch TV?	
... use the computer?	
... exercise?	
... jog?	
... garden?	
... play an instrument?	

62 LESSON 8 | Media: Television

**Connection Putting It Together**

**GRAMMAR AND VOCABULARY** Work with a partner. Ask your partner questions about his or her television habits. Use the grammar and vocabulary from this lesson.

Do you like television? *Yes, I do.*  
 When do you watch television?

**PROJECT** Create a bar graph about favorite TV shows.

1. With your class, discuss the following kinds of programs: reality shows, sitcoms, news, sports, nature shows, and game shows.
2. For each kind of show, take a vote: Who likes this kind of show best? Count the number of students who say it is their favorite.
3. Make a bar graph to show the results of your vote.

**INTERNET** Go online. Find out what is on television tonight. Use the keywords "television schedule." Imagine you will watch television tonight. Choose the programs you will watch.

**VOCABULARY JOURNAL** Write sentences for new vocabulary you learned in this lesson.

Example: I think sitcoms are funny.

66 LESSON 8 | Media: Television

"Connection: Putting It Together" synthesizes lesson content through communicative activities and projects.

*The most comprehensive and communicative series available!*

## GRAMMAR DIMENSIONS 1 – 4

### Form, Meaning, Use, Fourth Edition

Diane Larsen-Freeman, *Series Director*

Book 1: **Victoria Badalamenti, Carolyn Henner-Stanchina**

Book 2: **Ingrid Wisniewska, Heidi Riggenschach, Virginia Samuda**

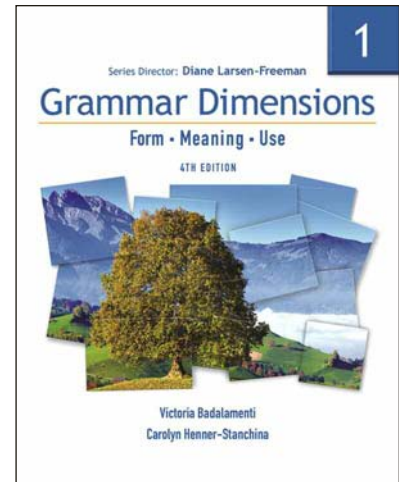
Book 3: **Stephen Thewlis**

Book 4: **Jan Frodesen, Janet Eyring**

LEVEL: high-beginning to advanced

Through clear and comprehensive grammar explanations, extensive practice exercises, and lively communicative activities, *Grammar Dimensions* helps students develop the skill of “grammaring”—the ability to use structures accurately, meaningfully, and appropriately.

- ▶ **New! Enhanced College Edition** of *Grammar Dimensions* includes *Grammar Café*, the online grammar solution that increases students’ understanding of key concepts and provides hours of extra practice!
- ▶ **Grammar explanations focused on form, meaning, and use** help students understand the target language.
- ▶ **Revised Opening Tasks** can be used as a diagnostic or warm-up exercise to explore students’ knowledge of each structure’s form, meaning, and use.
- ▶ **Updated topics, grammar charts, and grammar exercises** provide detailed grammar practice.
- ▶ The **“Use Your English” pages** offer communicative activities that integrate grammar with reading, writing, listening, and speaking opportunities.
- ▶ **Internet Activities** explore outside sources of language to expand upon students’ communication and language skills.
- ▶ **InfoTrac® research activities** in books 2, 3, and 4 enhance research skills.
- ▶ **Workbooks** provide additional exercises to improve grammar, editing activities to increase students’ writing skills, and a test-taking section to enhance students’ application skills.
- ▶ **Lesson Planners** contain step-by-step teaching instructions with a choice of lesson plans to suit the needs of individual classrooms and teachers.
- ▶ **Assessment CD-ROM with ExamView®** allows teachers to create tests and quizzes quickly and easily.



Use grammar accurately,  
meaningfully, and  
appropriately!



#### SERIES COMPONENTS

School Edition

**NEW!** Enhanced College Edition

Split Edition Texts

Workbooks

Audio (CDs or Tapes)

*Grammar Café*, see p. 58

*Grammar Clips*, see p. 58

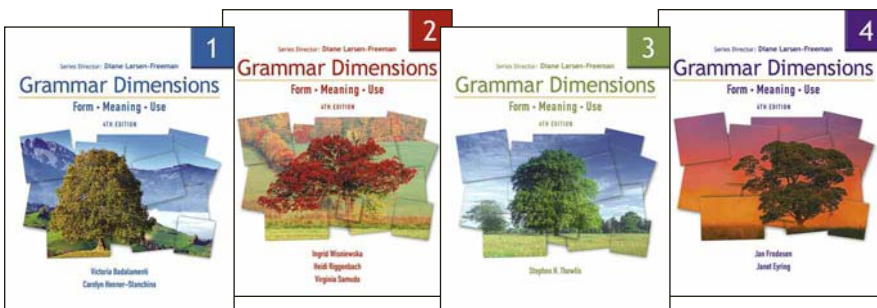
Lesson Planners

Assessment CD-ROMs with ExamView®

**NEW!** ELT Advantage: *Teaching Grammar for ESL/EFL* by Diane Larsen-Freeman, p. 116

See p. 133 for Grammar Dimensions  
ISBN/Price listings

[elt.heinle.com/grammardimensions](http://elt.heinle.com/grammardimensions)



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- Package the **audio and the workbook** with the text for only **\$11 more**.

**Opening Tasks** explore student's prior knowledge. This **step-by-step format** can be used as a warm-up or diagnostic.


**UNIT 4 ASKING QUESTIONS**  
Yes/No, Wh-, Tag, and Choice Questions

**UNIT GOALS**

- Understand formation of different types of questions
- Understand meaning of different types of questions
- Recognize the uses of different intonation patterns for various question types

**OPENING TASK**  
Any Questions?

**STEP 1**  
What kinds of questions do you ask in class? Work with a partner to make a list of useful questions for learning English.



**Grammar Dimensions Enhanced Edition**

New Enhanced College Edition automatically includes *Grammar Café* at no extra cost. Correlated chapter by chapter to the text of *Grammar Dimensions*, this innovative online program presents, practices, and instantly grades key grammar lessons. See p. 58 to learn more.

**FOCUS 4 Wh-Questions with Rising Intonation: Checking Information**

EXAMPLES	EXPLANATIONS
(a) A: Where are you from? B: Yamato.	Most Wh-questions end with falling intonation.
(b) A: Where are you from? B: Yamato. It's in the south Pacific.	A Wh-question with rising intonation shows that you are not sure about what you heard or that you want to check that you heard something correctly. The Wh-word is also stressed (said strongly).
(c) A: Jennifer Lopez was here last night. B: Who was here last night? A: Jennifer Lopez.	Sometimes, just the Wh-word (with rising intonation) is used.
(d) A: Jennifer Lopez was here last night. B: Who?	

**EXERCISE 6**

Complete the conversation with appropriate Wh-questions. For each question, draw an arrow → or ↗ to show if the question ends with falling or rising intonation.

- Albert: So, what did you think of the new Eisenstein movie?  
Leslie: It was O.K., I guess, but I expected something more from a movie that cost \$200 million to make.
- Albert: \_\_\_\_\_  
Leslie: \$200 million. Amazing, isn't it? It's hard to imagine that amount of money.
  - Albert: \_\_\_\_\_  
Leslie: It's an act moving. I \_\_\_\_\_.
  - Albert: \_\_\_\_\_  
Leslie: It's about comfortab \_\_\_\_\_.
  - Albert: \_\_\_\_\_  
Leslie: At that m \_\_\_\_\_ garage. It sound syst \_\_\_\_\_.
  - Albert: \_\_\_\_\_  
Leslie: Twelve do \_\_\_\_\_.
  - Albert: \_\_\_\_\_  
Leslie: Twelve do \_\_\_\_\_ a movie th \_\_\_\_\_.

Clear charts and exercises focus on form, meaning, and use.

**Use Your English**

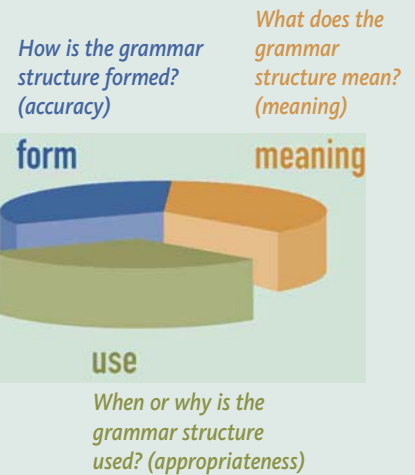
**ACTIVITY 1 speaking/listening**

**STEP 1** Your teacher is going to stick a piece of paper on your back and on the backs of your classmates. Get up and walk around the class, looking at what is written on your classmates' backs.

**STEP 2** Your job is to guess what is written on your back. You can find this out by asking questions. You can also answer the questions that your classmates ask you about what is written on their backs. For the first five minutes, you can only ask Yes/No questions. Refuse to answer any question that is not a Yes/No question. When your teacher gives you a signal, you can ask any kind of question that you like. Here are some possible Yes/No questions to ask: Is this a person? Is this person male or female? Is this an object? Is it expensive? Is this an animal? Is this food? Here are some possible Wh-questions: How big is this? Where was she or he born? What color is this?

**ACTIVITY 2 speaking/writing**

The international student office at your school is preparing a short guide for students who have just arrived in this country. The purpose of this guide is to give new students a clear idea of what to expect when they arrive here. You have been asked to write a chapter called "Frequently asked questions."  
Get together with two or three other students and make a list of all the questions that people in this country frequently ask you. Compare your lists with those of other students in the class. Use the information from your classmates to make a list of the questions that people here frequently ask international students and that new students should be ready to answer.



**Communicative activities** consolidate grammar instruction with enjoyable and meaningful tasks.

Also by Diane Larsen-Freeman:  
*The Grammar Book*, p.121,  
*Teaching Language: From Grammar to Grammar*, p. 119, and *ELT Advantage: Teaching Grammar for ESL/EFL*, p. 116

*Students learn more, remember more, and use grammar more effectively!*

## GRAMMAR IN CONTEXT Basic – 3 Fourth Edition

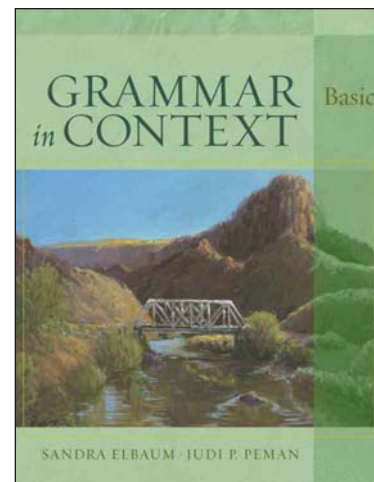
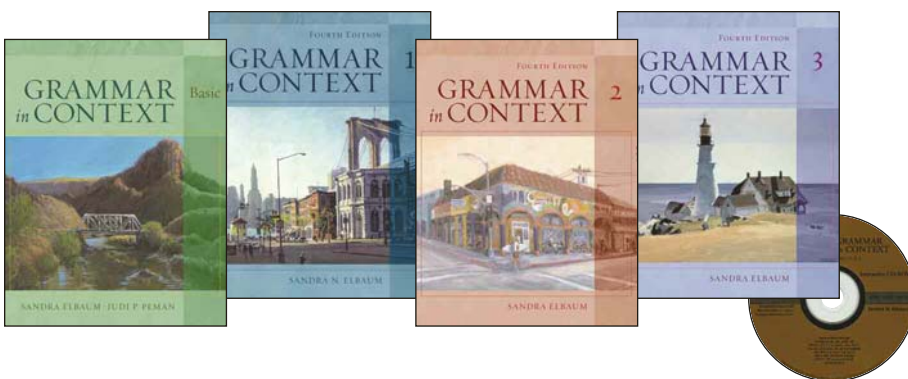
Sandra N. Elbaum, *Grammar in Context 1 – 3, 4/e*

Sandra N. Elbaum and Judi P. Pemán, *Grammar in Context Basic*

LEVEL: beginning to high-intermediate

Students learn more, remember more, and use language more effectively when they learn grammar in context. *Grammar in Context* presents grammar in interesting, informative readings and then recycles the language and context throughout every activity.

- ▶ **New! Enhanced College Edition** of *Grammar in Context* comes with *Grammar Café*, a revolutionary online resource that provides hours of interactive grammar practice!
- ▶ **Basic level** introduces learners to basic English structure and vocabulary.
- ▶ **Updated grammar charts with integrated language notes** provide added clarity.
- ▶ **“About You” activities** provide for language personalization and communicative opportunities.
- ▶ **Expansion activities** offer opportunities to consolidate language and expand communicative skills through activities both in and out of class.
- ▶ **Editing advice** gives pre-writing practice and alerts students to common errors.
- ▶ **Split Editions** provide options for shorter courses.
- ▶ **Interactive CD-ROM** instructs, illustrates, and practices key grammar points.
- ▶ **Instructional Video/DVD** presents teaching suggestions and advice on how to maximize the effectiveness of *Grammar in Context*.



Package the interactive CD-ROM for only \$5!



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*Grammar Clips*, see p. 58

Teacher's Annotated Editions

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Interactive Grammar CD-ROM

Instructional Video (DVD or VHS)

See pp. 133-134 for *Grammar in Context* ISBN/Price listings

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Read the following student composition. Pay special attention to prepositions of time.



My favorite holiday in the U.S. is American Independence Day. We celebrate it on July 4. In fact, we often call this holiday "The Fourth of July."

In the morning, my family and I prepare hamburgers for a barbecue. Our guests arrive in the afternoon, and we cook hamburgers and hotdogs on the grill in the backyard. We usually start to eat at about three o'clock. We have a lot of barbecues in the summer, but my favorite is on the Fourth of July.

We usually stay in our yard from about two o'clock to six o'clock p.m. Then in the evening, we usually go to the park. Most of our town goes there too, so we visit with each other while we wait for the fireworks. Finally, at night when it's completely dark, the fireworks show begins.

This is an exciting time for all of us. We celebrate our nation's independence and we have a lot of fun.

### 3.3 Prepositions of Time

Preposition	Examples	Explanation
in	We prepare for the barbecue <b>in the morning</b> . We eat <b>in the afternoon</b> . We go to the park <b>in the evening</b> .	Use <i>in</i> with morning, afternoon, and evening.
in	Americans elect a president every four years: <b>in 2004, 2008, 2012</b> , etc.	Use <i>in</i> with years.
in	We often have a barbecue <b>in the summer</b> . It's too cold to have a barbecue <b>in the winter</b> .	Use <i>in</i> with seasons: summer, fall, winter, spring.
in	We celebrate Independence Day <b>in July</b> . We celebrate Mother's Day <b>in May</b> .	Use <i>in</i> with months.
on	We celebrate Independence Day <b>on July 4</b> . This year the holiday is <b>on Tuesday</b> .	Use <i>on</i> with dates and days.
at	We start to eat at <b>three o'clock</b> . We start the grill <b>at noon</b> . We go to bed <b>at midnight</b> .	Use <i>at</i> with a specific time of day.
at	The firework show starts <b>at night</b> .	Use <i>at</i> with night.
from . . . to	We stay <b>in the backyard from two to six o'clock</b> .	Use <i>from . . . to</i> with a beginning and an ending time. We can also say <i>from . . . till or until</i> .

84 Lesson 3

**EXERCISE 7 ABOUT YOU** Answer these questions. Use the correct preposition.

1. What time do you get up in the morning?
2. What time do you go to bed at night?
3. What time does your English class begin?
4. What days does your English class meet?
5. What time do you get to school?
6. When do students have vacation?
7. When do you do your homework?
8. What hours do you go to school?
9. When is your birthday?



### 3.4 Questions with Ever

We use *ever* in a question when we want an answer that has a frequency word.

Do/Does	Subject	Ever	Verb	Complement	Short Answer
Do	you	ever	cook	outside?	Yes, we sometimes do.
Does	your brother	ever	work	on a holiday?	Yes, he often does.

Are	Subject	Ever	Complement	Short Answer
Are	the stores	ever	open on a holiday?	Yes, they sometimes are.
Is	the park	ever	crowded on the Fourth of July?	Yes, it always is.

#### Language Notes:

1. In a short answer, the frequency word comes between the subject and the verb.
2. If the frequency word is *never*, don't use a negative verb.  
Is the school **ever** open on the Fourth of July?  
No, it **never** is.  
Do you **ever** buy fireworks?  
No, I **never** do.

Frequency Words with the Simple Present Tense: Prepositions of Time 85

Updated contextualized activities including "About You" activities

Updated grammar charts with integrated language notes

#### Internet Activities

1. Find a greeting card site on the Internet. Send an electronic greeting card to someone you know.
2. Using the Internet, find the answers to these questions:
  - a. When is Father's Day in the U.S.?
  - b. What is the origin of Mother's Day?
  - c. When is Thanksgiving?
  - d. What is the history of the Fourth of July?

Additional Activities at <http://elt.thomson.com/gic>

NEW Enhanced Edition!

### Grammar In Context Enhanced Edition

New Enhanced College Edition automatically includes *Grammar Café* at no extra cost. Correlated chapter by chapter to the text of *Grammar in Context*, this innovative online program presents, practices, and instantly grades key grammar lessons. See p. 58 to learn more.

Use *More Grammar Practice* workbooks to review essential grammar. Ideal for in-class practice or homework. See p. 59.

#### EXPANSION ACTIVITIES

##### Classroom Activities

1. Find a partner. Interview your partner about one of his or her teachers, friends, or relatives. Ask about this person's usual activities.  
**EXAMPLE** A: What's your math teacher's name?  
B: Her name is Kathy Carlson.  
A: Does she give a lot of homework?  
B: No, she doesn't.  
A: What does she usually wear to class?  
B: She usually wears a skirt and blouse.  
A: Does she ever wear jeans to class?  
B: No, she never does.
2. In a small group or with the entire class, use frequency words to talk about the activities of a famous person (the president, a singer, an actor, etc.).  
**EXAMPLE** The president of the U.S. often meets with leaders of other countries.
3. Find a partner. Talk about a special holiday that you and your family celebrate. Ask your partner questions about the date of the holiday, food, clothing, preparations, activities, and so on.  
**EXAMPLE** A: We celebrate the Lunar New Year.  
B: Do you wear special clothes?  
A: Yes, we do.  
B: What kind of clothes do you wear?



4. Look at the list of Linda's activities on page 89. Write a list to remind yourself of things you do on a regular basis. Find a partner. Compare your list to your partner's list.
5. Describe your favorite holiday to your classmates.

A variety of Expansion Activities

**A theme-based course combines a focus on form with a communicative approach.**

## GRAMMAR LINKS Basic – 3

A Theme-based Course for Reference and Practice,  
Second Edition

M. Kathleen Mahnke, *Series Editor*

Basic: **Linda Butler**

Book 1, 2/e: **Linda Butler, Janet Podnecky**

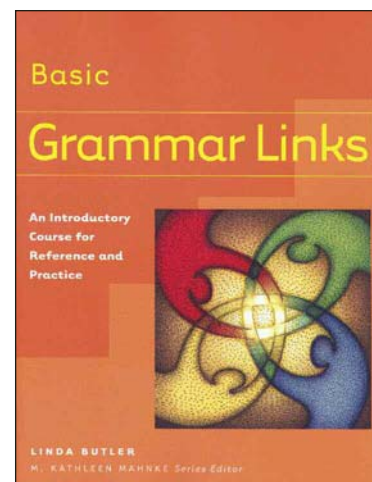
Book 2, 2/e: **M. Kathleen Mahnke, Elizabeth O'Dowd**

Book 3, 2/e: **Janis van Zante, Debra Daise, Charl Norloff, Randee Falk**

LEVEL: beginning to advanced

With engaging universal themes and an emphasis on formal versus informal language, *Grammar Links* integrates concise and manageable grammar presentation with reading, writing, listening, and speaking skills practice.

- ▶ **An accessible design** features easy-to-read grammar charts that highlight structures and serve as reference points to revisit throughout the course and for exam preparation.
- ▶ **Compelling themes** introduce students to concepts they will encounter in their academic work by contextualizing grammar so that students can truly master English discourse.
- ▶ **A strong emphasis on formal versus informal language** helps students make grammatical choices with confidence.
- ▶ **Abundant and varied practice exercises and activities** emphasize the four-skills (reading, writing, speaking, and listening). Chapters begin with more controlled activities and move toward more open-ended, communicative activities.
- ▶ **Extended reading and listening selections** introduce and illustrate grammar in use.
- ▶ **Unit Wrap-Ups** provide activities that pull the unit grammar together and enable students to test, further practice, and apply what they have learned.



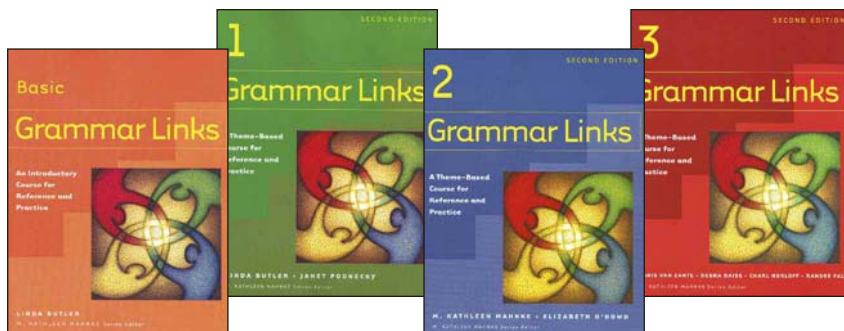
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or *Grammar Clips*!

### SERIES COMPONENTS

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Split Edition Texts  
Workbooks  
Audio (CDs & Tapes)  
*Grammar Café*, see p. 58  
*Grammar Clips*, see p. 58  
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See p. 134 for Grammar Links ISBN/Price listings

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“Grammar Hotspot” boxes alert students to troublesome areas of grammar and mistakes to avoid.

**GRAMMAR HOTSPOT!**

1. To form possessive nouns:

- Add an apostrophe (') to plural nouns that end in -s.
- Add ' or 's to singular nouns that end in -s.
- Add 's to all other nouns.
- With two or more nouns together, add 's or ' only to the second noun.

2. Possessive adjectives and pronouns keep the same form before both singular and plural nouns. They do not have special singular or plural forms.

the babies' books
Charles' book OR Charles's book
the baby's book
the children's book
John and Mary's children
the girls and the boys' teacher

This is their camera.  
These are not their cameras.  
NOT: These are theirs cameras.

“Talking the Talk” boxes address pragmatic concerns related to grammatical choices in written and spoken English.

**TALKING THE TALK**

We often use object pronouns after the verb *be*. In very formal writing, we use subject pronouns.

MOST WRITING AND SPEAKING	VERY FORMAL WRITING
Peter's in the photo. That's him in the back.	Peter is in the photograph. That is he in the back.

**GRAMMAR PRACTICE 2**  
Pronouns and Possessive Adjectives II

2. **Pronouns and Possessive Adjectives: Journey to the Center of the Earth**  
Complete the story with the correct words from the boxes. Use each word only once.

they    them    their    ✓theirs    themselves

Clara and Martin love adventure vacations. Many people take interesting vacations, but theirs are especially exciting. Clara and Martin take all of their adventure vacations on \_\_\_\_\_ bicycles. They enjoy \_\_\_\_\_ very much on these trips. \_\_\_\_\_ are planning their next trip now. It will take \_\_\_\_\_ from Cairo, Egypt, across the desert to the Dead Sea.

Chapter 10 Pronouns and Possesives

“Grammar Briefing” charts clearly present English language as structures, functions and meanings, and include usage rules as well as contextualized example sentences.

**GRAMMAR BRIEFING 3**  
Numbers and Measure Words

**FORM and FUNCTION**

**A. Numbers**

We use definite numbers (*one, two, three, four, five, etc.*) to count people, places, and things. The patterns are:

- One + singular count noun.
- All other numbers + plural noun.

*one book, two books, three books*

**B. Measure Words**

Measure words express specific or exact (not general) amounts. Most measure words follow this pattern:

ONE/TWO/THREE, ETC.	MEASURE WORD	OF	PLURAL COUNT NOUN
a	box		paper clips
a	cup	of	beans
two	pounds		apples

NONCOUNT NOUN			
a	box		paper
a	cup	of	sugar
two	pounds		meat

**C. Special Measure Words**

Certain nouns have special measure words. These measure words are used only with a small group of nouns.


- a bunch of grapes, a bunch of bananas
- a clove of garlic
- a head of lettuce, a head of cauliflower
- a loaf of bread

End-of-unit wrap-up activities enable students to test, further practice, and apply the grammar they have learned.

**Unit Four**  
**Wrap-up Activities**

1. **Travel in the North: EDITING**

Correct the errors in this article. There are 15 errors with nouns, pronouns, possessive adjectives, articles, quantifiers, and numbers. (Sometimes there is more than one possible correction.) The first error is corrected for you.



and more smoothly, but pulling a sled still took several energy. No one didn't like this very much. So people began training animals to pull their sleds. Then sleds became very fast.

Each years in northern countries, many people gather together for special dogsled races. One famous race, the Iditarod, takes place in the early Spring in northern alaska. In this race, teams of dogs and humans travel from Anchorage to Nome—over 1,000 miles of difficult land. There are much challenges: deep snow, unpredictable weather, and wild animals. Dogs often wear boots to protect theirselves from ice. Approximately 75 team compete each year. Some teams don't finish the long trek. But everybody have a great adventure!

His vehicle travels up to 70 miles an hour. It travels on the ground, but it doesn't have wheels. And it doesn't have a engine! What is it? It's a sled.

People used sleds in ancient times. A first sleds were animal skins. Travelers pulled these sleds behind them. But animal skin sleds were slow. Their didn't slide smoothly. So ancient travelers added runners to they. These runners were long pieces of bone or wood. Travelers put the runners under the animal skins. The runners made their sleds travel faster

See the Grammar Links Website for more information about the Iditarod dogsled race.

186 Unit Four Nouns, Articles, Quantifiers, and Pronouns

2. **Journey to the Bottom of the Sea: SPEAKING/LISTENING**

Imagine you are going “camping” at the bottom of the sea! You will live in a “sea bubble” for three days. The bubble has lots of glass on the outside, so you can see all of the interesting fish and plants living in the sea.

Step 1 Read the information in this brochure about your adventure.

**FACT SHEET**

**In your bubble you will have:**

- Oxygen—for only three days
- Water—for showers but no clean drinking water
- Sleeping compartment with a shower
- A small bed—no blankets
- A small cooking stove and refrigerator—no food

**Other information about your bubble:**

Heat: Heat from the sun during the day. No heat at night.

Night temperature inside the bubble: 32° Fahrenheit (0° Celsius)

Electricity: turned off at 10:00 every night

Equipment needed to leave bubble and explore: pressurized diving suit, extra oxygen, head lamp

You must take everything you need for three days.

You may take no more than 40 pounds of personal belongings with you in the bubble.

General Quantifier; Numbers; Measure Words 167

187

Add new life to your traditional grammar course!

## GRAMMAR CAFÉ 1 – 6

LEVEL: low-beginning to advanced

*Grammar Café* is a revolutionary online grammar course that presents key grammar lessons on the computer with the help of animated text, graphics, and real-world conversations. The program features a three-step process with presentation, practice, and assessment to meet the needs of students in various courses. Featuring six levels with 20 units per level, *Grammar Café* represents approximately 120 hours of instruction.

### Grammar Presentation

A complete grammar lesson includes four parts:

- ▶ *Introduction*: presents topic through a practical situation.
- ▶ *Dialogue*: uses the grammar as used in context.
- ▶ *Lesson*: offers an animated explanation of the structure with voice-over guidance.
- ▶ *Chart*: reviews the grammar structure in a summative, printable format.

### Learning Activities

- ▶ Four activities allow for both form-focused and open-ended grammar practice.
- ▶ Most results are instantly graded.
- ▶ Open-ended listening and speaking activities are recorded and sent to the instructor for evaluation.

### Self-Check Quiz

- ▶ Questions confirm that the learner has grasped the grammar concept beyond just the form.
- ▶ Results are instantly graded.

Bundle *Grammar Café* with any Heinle writing or grammar text for only \$5!

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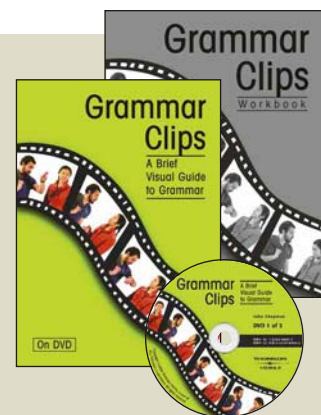


*Grammar Clips* DVDs cover twenty-six important grammar points through:

- ✓ Easy-to-understand grammar charts
- ✓ Simple animations
- ✓ Live action video dialogs
- ✓ Quick comprehension checks

#### SERIES COMPONENTS

Workbook  
Video DVDs





## THE NEW GRAMMAR IN ACTION Basic – 3

An Integrated Course in English

Barbara H. Foley, Elizabeth R. Neblett

LEVEL: low-beginning to high-intermediate

Appropriate for adult and secondary school learners, *The New Grammar in Action* series offers a dynamic approach to teaching grammar. This four-level series presents vocabulary and structures through inviting contexts while integrating listening, speaking, writing, and reading practice. Each unit progresses from controlled exercises to creative, real-world tasks, preparing students for success in English outside of class.

- ▶ The “Grammar in Action” section introduces each unit with listening activities and illustrations, setting the context and grammar focus.
- ▶ Graphs, charts, and illustrations engage learners in using English in real situations.
- ▶ Various exercise types help students of various learning styles and keep classes lively and motivating.
- ▶ Assessment Booklet includes pre- and post-tests, as well as tests for each unit.
- ▶ **New!** Audio CDs accompany each student text.

---

Student Texts with Audio CD

Audio CDs

Audio Tapes

Answer Key

Assessment Booklet

Correlation Guide

---



## GRAMMAR EXPERT Basic – 3

Sarah Bideleux, Gill Mackie, *Series Editors*

LEVEL: beginning to high-intermediate

*Grammar Expert* is a four-level series of grammar reference and practice books. Grammar points are illustrated in an entertaining cartoon featuring Norman, our hard-working hero, who provides a light-hearted start to the unit.

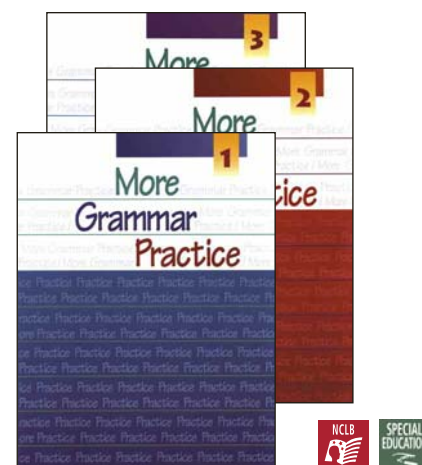
- ▶ Concise explanations and clear examples enable students to study grammar points in short chunks to gain a better understanding of the material.
- ▶ Grammar exercises within each unit increase in difficulty to provide motivation and to give students graded practice.
- ▶ A communication activity and a writing task at the end of each unit help consolidate the grammar points covered in an effective way through realistic situations.
- ▶ Five review sections ensure that students have a thorough understanding of all the grammar points covered in the previous units.
- ▶ Five review progress tests allow teachers to assess their students' progress.

---

Student Texts

Assessment CD-ROM with ExamView®

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## MORE GRAMMAR PRACTICE 1 – 3

LEVEL: high-beginning to high-intermediate

Used alone or in conjunction with your reading, writing, and listening/speaking course books, *More Grammar Practice* helps students learn and review the essential grammar skills to make language learning comprehensive and ongoing.

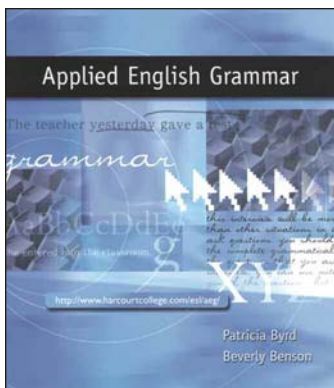
- ▶ Quick lessons are ideal for grammar presentation and review.
- ▶ Crystal clear grammar boxes and language notes present target structures.
- ▶ Exercises keep students motivated.

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Workbooks

Answer Key

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## APPLIED ENGLISH GRAMMAR

Patricia Byrd, Beverly Benson

LEVEL: high-intermediate to advanced

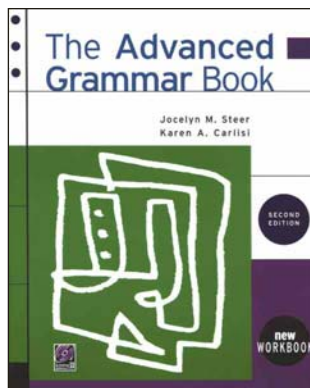
Authentic academic contexts provide strong grammar instruction and lead students to become more proficient writers.

- ▶ Editing skills allow learners to move beyond traditional grammar by applying their knowledge to their own written work.
- ▶ Contextualized activities and exercises progress from controlled to communicative.
- ▶ Web site provides additional practice and real-life applications.

---

Student Text

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## THE ADVANCED GRAMMAR BOOK

Second Edition

Jocelyn Steer, Karen Carlisi, Dawn Schmid

LEVEL: advanced

This best-seller presents grammatical structures through sophisticated and up-to-date contexts. The wide range of communicative activities, simplified charts, and an expanded writing section lead students from grammar recognition to production.

- ▶ Students increase their conversational and written competence by analyzing and practicing grammar in context.
- ▶ The workbook provides extensive additional exercises for classroom use or self-study.
- ▶ Engaging topics such as social changes and alternative medicine suit the interests of both community college and IEP students.
- ▶ Expanded Instructor's Manual includes testing materials.

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Student Text  
 Workbook  
 Instructor's Manual

---

### ADDITIONAL GRAMMAR TITLES

#### PRACTICE: GRAMMAR

Milada Broukal

LEVEL: intermediate to advanced

#### PROBLEM/SOLUTION

A Reference for ESL Writers

Patricia Byrd, Beverly Benson

LEVEL: high-intermediate to advanced

#### TENSE SITUATIONS, 2/e

Pamela Hartmann, Annette Zarian,  
 Patricia Esparaza

LEVEL: high-intermediate

#### TWO-WORD VERBS IN ENGLISH

J. N. Hook

LEVEL: intermediate to advanced

## LEVEL GUIDE

	PAGE NUMBER	LOW-BEGINNING	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
A Good Read: 1, 2, 3 <b>NEW!</b>	63			1	2	3		
Access Reading: 1, 2, 3, 4	48			1	2	3	4	
ACTIVE Skills for Reading, 2/e: Intro, 1, 2, 3, 4	64		Intro	1	2	3	4	
Amazing Stories to Tell and Retell: 1, 2, 3	70			1,2	2,3			
American Short Stories, 2/e	71					•		
At Home in Two Lands, 2/e	69					•		
College Reading: 1, 2, 3, 4	67				1	2	3	4
Counterparts, 2/e	72					•		
Developing Reading Skills: Beginning, 2/e; Intermediate 1, 2/e; Advanced, 3/e	72		Beg	Beg	Int 1	Int 1	Int 1	A
Expanding Reading Skills, 2/e: Intermediate 2, Advanced	72					Int 2	Int 2	A
Far from Home, 3/e	69			•	•			
Footprint Reading Library <b>NEW!</b>	19				•	•	•	•
Foundations Reading Library	18	•	•					
Heinle Reading Library, The	16	•	•	•	•	•	•	•
Hot Topics: 1, 2, 3	70				1	2	2	3
Impressions: 1, 2	69					1	2	2
Inside Out/Outside In	72							•
Inside the News	72			•				
Kaleidoscope: 1, 2, 3, 4	72			1	2	3	4	
Life, Language, & Literature	72							•
Multicultural Workshop, The: 1, 2, 3	72			1	2	2	3	
Our Global Village, 2/e	72				•	•		
Read to Succeed: 1, 2	68			1	2			
Reading Advantage, 2/e: 1, 2, 3, 4	68		1	2	3	4	4	
Reading & Vocabulary Development series: 1, 2, 3, 4	65		1	2	2	3	4	
Reading Explorer: 1, 2, 3, 4 <b>NEW!</b>	62		1	1	2	3	4	5
Reading for Today series: 1, 2, 3, 4, 5	66		1	2	3	3	4	5
Reading Matters, 2/e: 1, 2, 3, 4	68			1	2	3	4	
Reading the News	71					•	•	•
Reflections, 2/e	72					•		
Rethinking America: 1, 2, 3	69					1	2	3
Sam and Pat: 1, 2	48	1,2						
Steps to Academic Reading series: 1, 2, 3, 4, 5	72		1	2	3	4	5	
Stories Worth Reading: 1, 2	70			1	2			
Tapestry Reading: 1, 2, 3, 4	68			1	2	2	3	4
20th Century American Short Stories: Volumes 1, 2, Anthology	71						•	•
Weaving It Together, 2/e: 1, 2, 3, 4	75		1	1	2	3	4	
World Views	72							•
<b>DICTIONARIES</b>								
Collins COBUILD Advanced Dictionary of American English	34							•
Collins COBUILD Intermediate Dictionary of American English <b>NEW!</b>	33				•	•	•	
Collins COBUILD School Dictionary of American English <b>NEW!</b>	32				•	•	•	
Heinle Picture Dictionary, The	28	•	•	•	•			
Heinle's Basic Newbury House Dictionary, 2/e	36		•	•	•			
Heinle's Newbury House Dictionary with Integrated Thesaurus, 4/e	36				•	•	•	

Teach reading and vocabulary through the lens of the world!

## READING EXPLORER 1 – 4

Read, Listen, Watch

Nancy Douglas, Paul MacIntyre

LEVEL: beginning to advanced

*Reading Explorer* is a four-level content-based reading series featuring video from National Geographic Digital Media to help develop reading and vocabulary skills for all learners. Each unit of *Reading Explorer* contains two reading passages and an optional video activity. Reading passages cover a wide range of real-world topics related to culture, science, social studies, travel, and adventure.

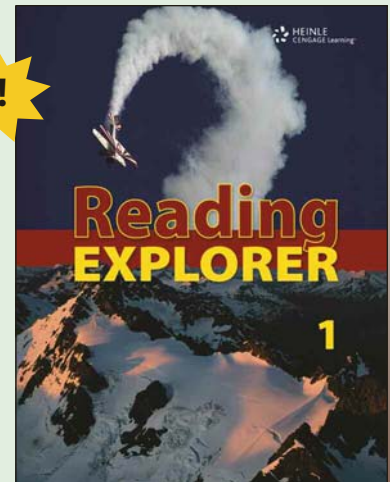


### Features:

- ▶ Motivating **real-world content** supported by stunning visuals help develop learners' understanding of the wider world in which they live.
- ▶ **Reading passages** develop visual literacy, and incorporate graphic organizers, to help learners become better readers of English.
- ▶ **Reading Comprehension** activities cover essential reading skills and question types commonly found on standardized tests.
- ▶ **Vocabulary Practice** activities and **Vocabulary Builder** boxes present and reinforce high-frequency vocabulary items.
- ▶ **Video from National Geographic Digital Media** motivates students and aids in visual learning.



**NEW!**



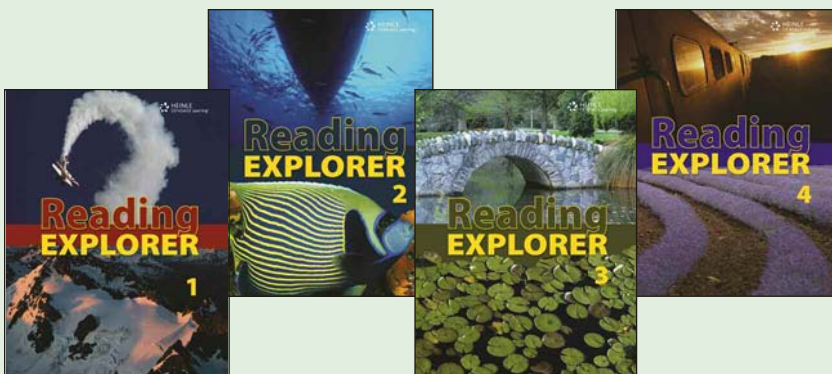
Reading and vocabulary support through print, audio, and video.

### SERIES COMPONENTS

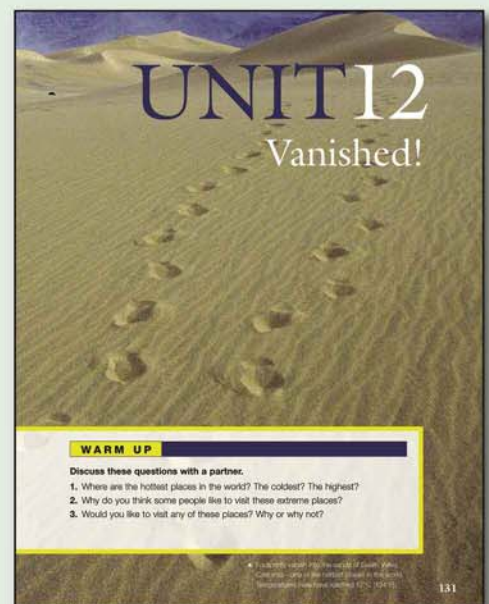
- Student Texts
- Teacher's Guides
- Audio CDs
- DVDs featuring video from National Geographic Digital Media
- Assessment CD-ROMs with ExamView®

See p. 140 for Reading Explorer ISBN/Price listings

[elt.heinle.com/readingexplorer](http://elt.heinle.com/readingexplorer)



For additional reading practice and resources, see *Footprint Reading Library*, p. 19.



## 12A On Top of the World

**North/East ascents of Everest**  
Since 1953, more than 2,000 climbers from over 60 nations have reached the top of Everest, the world's highest mountain. For instance, the mountain is known as Chomolungma—Goddess Mother of the World.

**Before You Read**

**A. How much do you know about Mount Everest? Complete the Quick Facts with answers from the box. One answer is extra.**

**MOUNT EVEREST: QUICK FACTS**

- Everest's height: 1. \_\_\_\_\_ meters (29,029 feet); each year, it rises by another 2. \_\_\_\_\_ mm.
- First people to reach the summit (top) of Everest: Tenzing Norgay (a Sherpa from 3. \_\_\_\_\_) and Edmund Hillary (from New Zealand), in 4. \_\_\_\_\_.
- Health risks: Because of the extreme 5. \_\_\_\_\_, climbers can get frostbite, especially on fingers and toes.
- Equipment: Most Everest climbers carry 6. \_\_\_\_\_ tanks to help them breathe.
- Number of deaths on Everest: more than 7. \_\_\_\_\_, mostly due to avalanches (large amounts of snow falling down the mountain).

**B. Predict. Look at the title, subtitles, photos and captions on the next page. Try to answer these questions about the Grimm brothers. Then read the passage to check.**

- Where were they born?
- When did they verify?
- Who were their stories for?

122 UNIT 12 VANISHED

## Mystery on Everest

**"Because it is there."**  
—Mallory's response when asked why he wanted to climb Everest.

Were Edmund Hillary and Tenzing Norgay really the first people to reach the top of Mount Everest? Some believe British climbers George Mallory and Andrew Irvine reached the summit previously—in June 1924. Unfortunately, this is hard to prove because both men vanished on the mountain.

Recently a team of climbers visited Everest, hoping to solve this mystery. Near Everest's First Step, on the way to the summit, the team found Mallory's oxygen tank—evidence that he and Irvine were near the top. Close by, a member of the team, Conrad Anker, discovered Mallory's body.

When the team examined Mallory's body, they found items like a knife and matches, but no photos. Why is this significant? Mallory carried a photo of his wife with him. He planned to leave it at the top of Everest, if he reached the summit.

Did Mallory and Irvine achieve their goal and reach the top? Probably not, says Conrad Anker. Here's why:

**Difficult path/Poor equipment:** Mallory and Irvine were last seen near Everest's Second Step. This is a 27-meter (90-foot) wall of rock. Climbing this section of Everest is extremely difficult, even with modern climbing equipment. Without the right tools, it is doubtful Mallory and Irvine were able to proceed to the top.

**No frostbite:** Mallory and Irvine were near the summit late in the day. If you reach the summit at this time, you need to camp at the top. If you do this, it is common to suffer from frostbite. But Mallory's body had no sign of frostbite.

So what happened to Mallory and Irvine? Anker thinks they probably turned back just after the First Step. When Mallory was going down, perhaps he accidentally fell. Irvine's body has never been found. Whatever happened, they will be always be remembered as early Everest heroes.<sup>2</sup>

1 If you make a prediction, you find an answer to it.  
2 A hero is a brave person, someone who does something great.

12A ON TOP OF THE WORLD 123

▲ "Before You Read" sections focus on content and reading strategies.

▲ "Reading Comprehension" questions ensure student comprehension.

### Reading Comprehension

**A. Choose the best answer for each question.**

**Cliff** 1. The reading is mainly about two climbers who \_\_\_\_\_.

- solved a mystery about Everest
- vanished on the mountain
- recreated Hillary and Norgay's climb
- invented new climbing tools

**Detail** 2. Which statement is true?

- Mallory and Irvine were last seen near Everest's First Step.
- Conrad Anker's team found two bodies on Everest.
- Mallory and Irvine were near the top of Everest in the morning.
- Anker's team found some of Mallory's things on the mountain.

**Inference** 3. In line 60, what does "it" refer to?

- the body
- the summit
- the oxygen tank
- the picture

**Vocabulary** 4. If Mallory and Irvine "turned back" (line 24), they \_\_\_\_\_ the mountain.

- They were for adults.
- They had pictures.
- Children didn't like them.
- They were darker.

**Inference** 5. Which statement would Conrad Anker probably agree with?

- Mallory and Irvine definitely reached the top of Everest.
- Mallory and Irvine never got close to the summit.
- Mallory and Irvine got close, but didn't reach the top.
- Andrew Irvine probably reached the top, but not Mallory.

**B. Complete the chart with information from the reading. Do you think Mallory and Irvine reached the summit? Why or why not?**

Did Mallory and Irvine reach the top of Mount Everest?	
Reasons for	Reasons against
Conrad Anker's team discovered Mallory's 1. _____ tank and 2. _____ near the First Step.	Climbing Everest's Second Step is very 5. _____, and Mallory and Irvine did not have modern 6. _____.
The team didn't find a 3. _____ of Mallory's wife. He planned to 4. _____ it at the summit.	Mallory's body had no 7. _____. This is common for people who 8. _____ at the summit for the night.

124 UNIT 12 VANISHED

### Vocabulary Practice

**A. Everest's Other Firsts. Complete the sentences with the correct form of the words in the box. One word is extra.**

achieve    doubtful    path    suffer    proceed

Tenzing Norgay and Edmund Hillary reached the top of Everest in 1953. But there have been other 1. \_\_\_\_\_ "firsts" on Everest since then. Here are two:

- During a climb up Everest, an avalanche buries Japanese climber Junko Tabei in the snow. It is 2. \_\_\_\_\_ that she will survive. Luckily, a group of climbers from Nepal find and save her. Twelve days later, on May 16, 1975, Tabei 3. \_\_\_\_\_ her goal and becomes the first woman to reach the summit.
- Can a blind person climb Everest? On May 25, 2001, blind American climber Erik Weihenmayer reaches the summit and 4. \_\_\_\_\_ it is possible.

Three years later, he climbs Everest again with a group of blind teenagers from Tibet. The 5. \_\_\_\_\_ to the top of Lhakpa Ri (one of Everest's summits) is difficult. Some teens 6. \_\_\_\_\_ from extreme headaches (because of the lack of oxygen). Their amazing journey becomes a movie called "Blindsight."

14 More words cannot be used.

**B. Words in Context. Complete each sentence with the best answer.**

- If today is Monday, the previous day is \_\_\_\_\_.
- A newspaper has different sections. This means, it has different \_\_\_\_\_ to parts.
- If you proceed from point A to point B, you move \_\_\_\_\_ a block.
- If you can buy whatever you want, you can buy \_\_\_\_\_ anything.

**WordLink**

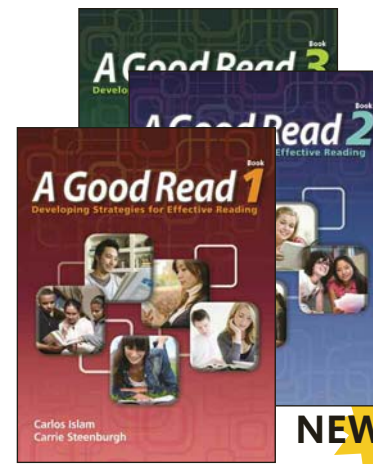
We can act3—never meaning "only" or "nearly" to certain question words (who, what, where, when) to form new words. For example, whenever means "at any time."

To learn more about Mount Everest and its climbers, visit [www.mounteverest.com](http://www.mounteverest.com)

12A ON TOP OF THE WORLD 125

▲ "Word Link" boxes provide additional lexical information.

◀ Units cover a wide range of real-world topics including culture, natural science, social issues, the humanities, and travel and adventure.



NEW!

## A GOOD READ 1 - 3

Developing Strategies for Effective Reading

Carlos Islam, Carrie Steenburgh

LEVEL: high-beginning to Intermediate

A Good Read is a three-level reading strategies course intended for young adult and adult learners. The series promotes fluent and effective reading through specially-written texts, extensive coverage of reading strategies, and an explicit focus on lexical development. Co-authored by Carlos Islam, English Language Coordinator at the United Nations in New York, A Good Read uses texts based on universal human experiences including themes such as friendship, finding love, happiness, urban legends, adventures, and life changing events.

- ▶ Texts cover a wide range of topics and text types, exposing learners to different types of reading.
- ▶ Comprehensive range of reading strategies developed through clear, easy-to-read explanations and explicit practice.
- ▶ Lexical phrases, such as collocations, phrasal verbs, and verb phrases, are highlighted to improve student's vocabulary and reading fluency.

Student Books  
Teacher's Guides  
Audio CDs

*Students develop reading fluency!*

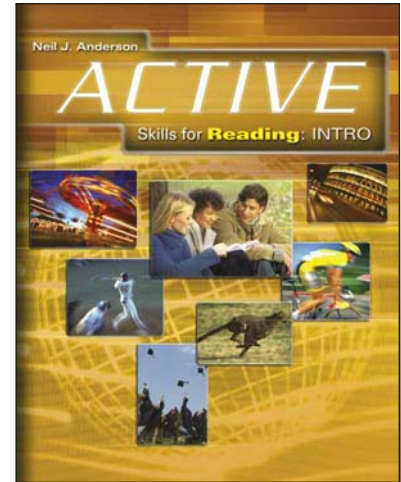
## ACTIVE SKILLS FOR READING Intro – 4 Second Edition

Neil J. Anderson

LEVEL: beginning to high-intermediate

*ACTIVE Skills for Reading* uses thematically organized non-fiction reading passages to teach reading comprehension and vocabulary skills. Written by reading specialist Neil J. Anderson, this innovative series uses an ACTIVE reading methodology to help learners become more confident, independent—and active—readers.

- ▶ **Intro level** builds the reading skills of beginning learners.
- ▶ **Twelve updated thematic units** in each book carefully develop active reading skills by incorporating pre-reading activities, vocabulary development activities, critical thinking opportunities, and opportunities to increase students' reading fluency.
- ▶ **Four Review Units** feature timed readings and focus on developing reading speed and fluency.
- ▶ **Enhanced and varied reading selections** include newspaper articles, Web sites, blogs, journals, letters, and more.
- ▶ **Critical Thinking sections** encourage students to go beyond reading comprehension to analyze each text and the author's intent.
- ▶ **Students increase their reading fluency** by reading passages, graphs, charts and interviews, and by practicing skills such as scanning, predicting, making references, and looking for main ideas.
- ▶ **Audio Program** allows students to hear the passages read by a native English speaker.
- ▶ **Teacher's Guides** include an introduction to the methodology, a unit walk-through, and detailed lesson notes.
- ▶ **Web site** includes Internet search activities to promote extensive reading as well as vocabulary quizzes and activities.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create custom tests and quizzes quickly and easily.



New edition with  
new intro level!



### SERIES COMPONENTS

Student Texts  
Audio CDs  
Teacher's Guides  
Assessment CD-ROM with ExamView®  
ELT Advantage: *Teaching ESL/EFL Reading*  
by Neil J. Anderson, p. 116  
*Exploring Second Language Reading*, p. 118

See p. 126 for Active Skills for Reading  
ISBN/Price listings

[elt.heinle.com/asr](http://elt.heinle.com/asr)



Also see p. 118 for *Exploring Second Language Reading*, Neil J. Anderson's reference guide on teaching reading, or take his online course! ELT Advantage: *Teaching ESL/EFL Reading*, p. 116.

Author Neil J. Anderson's  
**ACTIVE Reading Methodology**

**A** = Activate Prior Knowledge  
**C** = Cultivate Vocabulary  
**T** = Think About Meaning  
**I** = Increase Reading Fluency  
**V** = Verify Strategies  
**E** = Evaluate Progress

**Increase reading, vocabulary, and dictionary skills!**

## READING & VOCABULARY DEVELOPMENT SERIES 1 – 4

Through intriguing readings and carefully designed activities, this best-selling series helps students develop reading skills and systematically increase their active vocabulary. Learners develop useful and relevant vocabulary while exploring and expanding critical thinking skills.

- ▶ **Five thematic reading selections per unit** recycle vocabulary, sentence structure, and content knowledge.
- ▶ **Carefully designed pre-reading work and post-reading comprehension activities** build students' reading and critical thinking skills.
- ▶ A **variety of exercises and games** as well as dictionary activities and collocations recycle key vocabulary found throughout the readings.
- ▶ **CNN® video clips** and activities expand vocabulary and provide authentic input.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create custom tests and quizzes quickly and easily.

### Reading @ Vocabulary Development 1

## FACTS & FIGURES

Fourth Edition

Patricia Ackert, Linda Lee

LEVEL: beginning

- ▶ Learners increase their active vocabulary from 300 to 800 words.

### Reading @ Vocabulary Development 2

## THOUGHTS & NOTIONS

Second Edition

Patricia Ackert, Linda Lee

LEVEL: high-beginning to low-intermediate

- ▶ Learners increase their active vocabulary from 800 to 1,300 words.

### Reading @ Vocabulary Development 3

## CAUSE & EFFECT

Fourth Edition

Patricia Ackert, Linda Lee

LEVEL: intermediate

- ▶ Learners increase their active vocabulary from 1,300 to 2,000 words.

### Reading @ Vocabulary Development 4

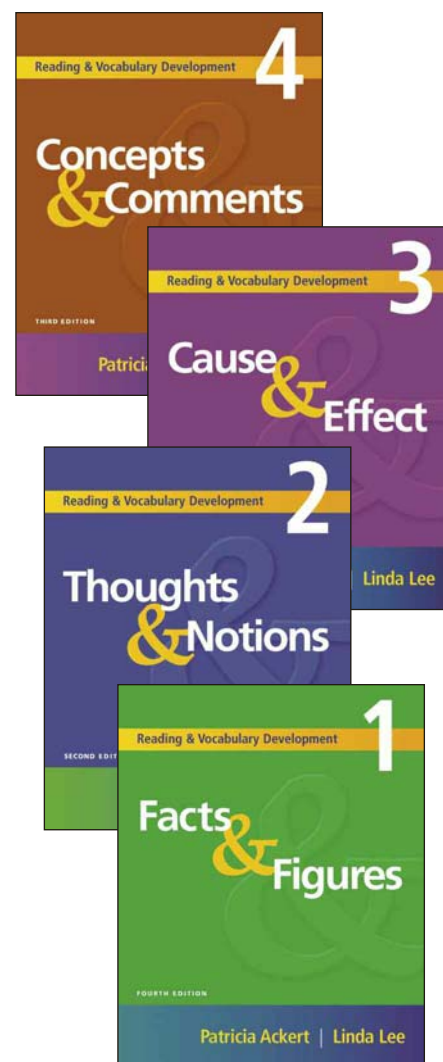
## CONCEPTS & COMMENTS

Third Edition

Patricia Ackert, Linda Lee

LEVEL: high-intermediate

- ▶ Learners increase their active vocabulary from 2,000 to 2,500 words.



### SERIES COMPONENTS

Student Texts  
Audio (CDs or Tapes)  
Answer Key and Video Transcripts  
Assessment CD-ROM with ExamView®  
CNN® Videos (DVD or VHS)

See p. 139 for Reading & Development series ISBN/Price listings

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*Engaging themes and intensive practice build reading proficiency!*

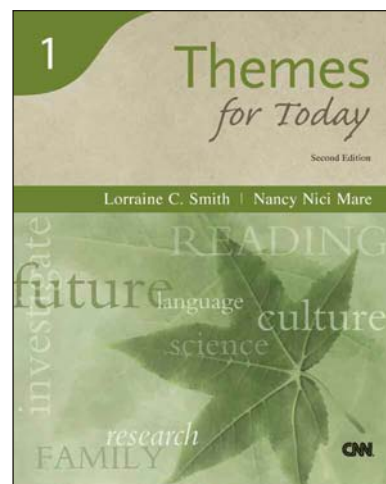
## READING FOR TODAY SERIES 1–5

Lorraine C. Smith, Nancy Nici Mare

LEVEL: beginning to advanced

These best-selling, academic skills texts systematically develop students' reading and vocabulary skills through engaging themes and intensive practice. Students learn successful reading strategies and are further prompted to build proficiency in their writing, listening, and speaking skills.

- ▶ **Readings** on topics of general interest and academic content engage readers and provide a real context for building vocabulary.
- ▶ **Focus on critical reading skills** allows students to practice skimming, scanning, finding the main idea, using context clues, drawing conclusions, and more.
- ▶ **InfoTrac® College Edition online library** gives students FREE 4-month access\* to an online library of over 10 million articles for further exploration. (\*Available with books 4 & 5)
- ▶ **CNN® video clips and activities** expand the theme of each unit and provide authentic input.
- ▶ **Internet activities** encourage students to use the Web.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create custom tests and quizzes.
- ▶ **Audio Tapes or Audio CDs** contain the readings.
- ▶ **Instructor's Manuals** include general teaching suggestions, answer keys, video scripts, and assessment.



Best-selling series!



### SERIES COMPONENTS

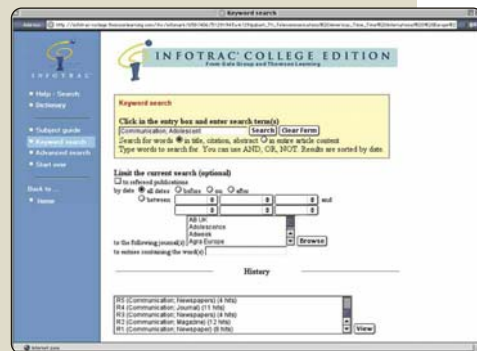
- Student Texts
- Audio (CDs or Tapes)
- Instructor's Manuals with Answer Key
- CNN® Videos (VHS)
- Assessment CD-ROM with ExamView®

See p. 140 for Reading for Today series ISBN/Price listings

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**Prepares students for the rigorous reading demands of college-level courses!**

## COLLEGE READING 1 – 4

Patricia Byrd, Joy M. Reid, Cynthia Schuemann, *Series Editors*

Book 1: Cheryl Benz with Myra M. Medina

Book 2: Linda Robinson Fellag

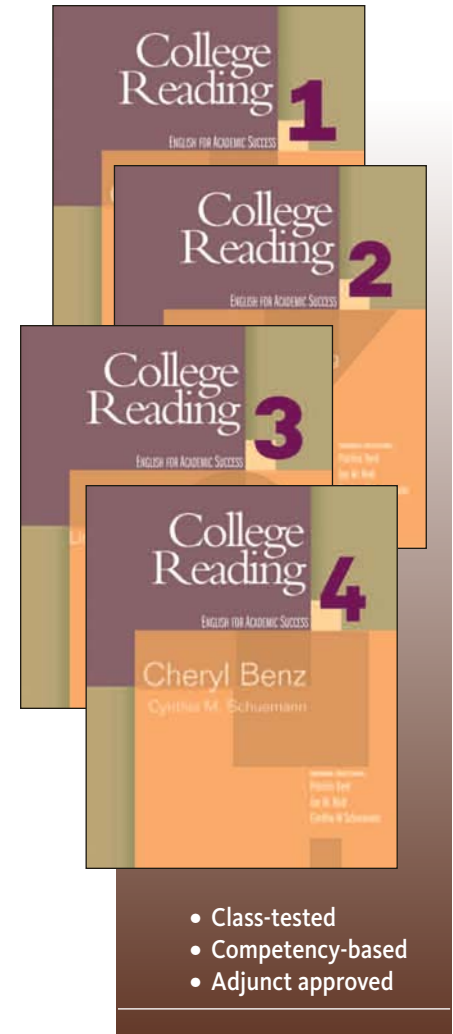
Book 3: John D. Avery, Linda Robinson Fellag

Book 4: Cheryl Benz, Cynthia Schuemann

LEVEL: low-intermediate to advanced

*College Reading*, part of the *English for Academic Success* series, focuses on the development of the reading skills students need to be successful in college. Authentic academic readings and carefully selected topics help students build general background knowledge which will be valuable in their future college studies.

- ▶ **Authentic reading selections** from college and high school texts represent a range of disciplines with high enrollment patterns at U.S. colleges.
- ▶ **Practical exercises and activities** improve reading skills and enhance the teaching-learning process.
- ▶ **Content and academic skills** are developed through the inclusion of appropriate academic tasks and through strategies that help students understand and handle what is expected of them in college classes.
- ▶ **The Academic Word List** is thoroughly integrated, drawing student attention to high-frequency academic words found across disciplines.
- ▶ **Chapter objectives are tied to the series' competencies** which were derived from a review of educator-generated course expectations.
- ▶ **Review and assessment**, provided at the end of each chapter, revisits objects and vocabulary, and provides a practice text.
- ▶ Extensive **online instructor and student support**.



- Class-tested
- Competency-based
- Adjunct approved

### SERIES COMPONENTS

Student Texts

Online Teaching and Study Centers

See p. 128 for College Reading ISBN/Price listings

[elt.heinle.com/collegereading](http://elt.heinle.com/collegereading)

Other titles in the *English for Academic Success* series include:

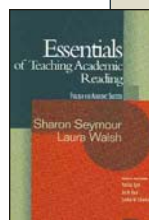
*College Writing 1 – 4*, p. 78

*College Oral Communication 1 – 4*, p. 87

*College Vocabulary 1 – 4*, p. 100

For professional development or in-service training on teaching academic English, see:

*Essentials of Teaching Academic Reading* series, p. 121



## READ TO SUCCEED 1 & 2

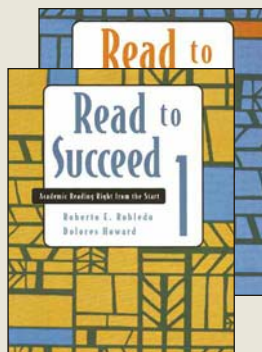
Academic Reading Right from the Start

**Roberto Robledo, Dolores Howard**

**LEVEL:** high-beginning to low-intermediate

*Read to Succeed* uses a communicative approach to prepare students for survival in U.S. college programs and in American culture. Engaging and varied academic readings arranged in increasing grammatical complexity cover such topics as contemporary issues, social sciences, and science and technology.

- ▶ Comprehension, vocabulary, writing, and grammar exercises are integrated throughout the text to reinforce chapter lessons.
- ▶ Audio program helps students attain fluency through good models of native English.



Student Texts  
Audio (CDs or Tapes)  
Online Teaching and Study Centers

[elt.heinle.com/readtosucceed](http://elt.heinle.com/readtosucceed)

## READING ADVANTAGE 1 – 4

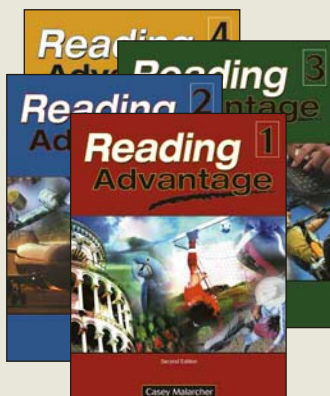
Second Edition

**Casey Malarcher**

**LEVEL:** beginning to high-intermediate

*Reading Advantage* features topically based reading passages that introduce the most commonly used vocabulary and idioms found in written English today.

- ▶ Original non-fiction reading passages progress from 200 to 600 words over four graded levels.
- ▶ Easy-to-teach four-page units requires little teacher preparation.



Student Texts  
Teacher's Guides  
Audio (CDs or Tapes)

[elt.heinle.com/readingadvantage](http://elt.heinle.com/readingadvantage)

## READING MATTERS 1 – 4

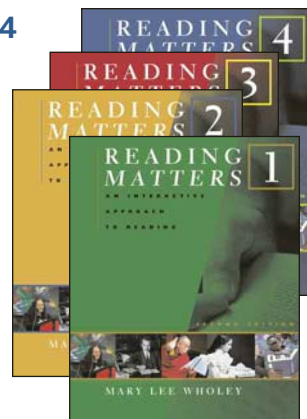
An Interactive Approach to Reading, Second Edition

Books 1 – 2: **Mary Lee Wholey**  
Books 3 – 4: **Mary Lee Wholey and Nadia Henein**

**LEVEL:** high-beginning to high-intermediate

Through stimulating vocabulary-rich readings and a communicative, integrated-skills approach *Reading Matters* helps students develop fluency and accuracy in academic reading.

- ▶ Paired reading selections are organized thematically and enable students to compare and contrast points of view.
- ▶ Abundant practice exercises and reading activities help students master different texts and vocabulary for academic and professional success.



Student Texts  
Online Teaching and Study Centers

[elt.heinle.com/readingmatters](http://elt.heinle.com/readingmatters)

## TAPESTRY READING 1 – 4

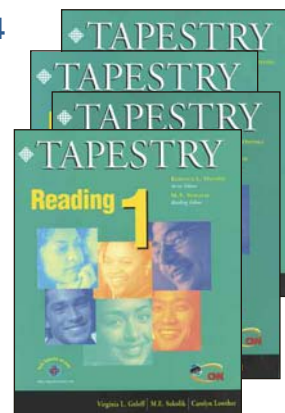
**Rebecca Oxford, Series Editor**  
**M.E. Sokolik, Reading Editor**

Book 1: **Virginia Guleff, M. E. Sokolik, Carol Lowther**  
Book 2: **Michael Ryall**  
Book 3: **Linda Robinson Fellag**  
Book 4: **M. E. Sokolik**

**LEVEL:** high-beginning to advanced

Thought-provoking reading selections and integrated learning strategies help students become proficient in English and prepared for academic challenges.

- ▶ Academic skills and language strategies give students the knowledge and skills to become successful, independent learners.
- ▶ “Setting Goals” and “Self-Assessment” sections help students monitor their own progress.



Student Texts  
CNN® Videos (VHS)  
Instructor's Manuals

[elt.heinle.com/tapestry](http://elt.heinle.com/tapestry)

For a well-integrated curriculum, see *Tapestry Writing*, p. 79 and *Tapestry Listening @ Speaking*, p. 91.

## Cultural

**FAR FROM HOME,**

Third Edition

**AT HOME IN TWO LANDS,**

Reading and Word Study,

Second Edition

**William P. Pickett****LEVEL: high-beginning to intermediate**

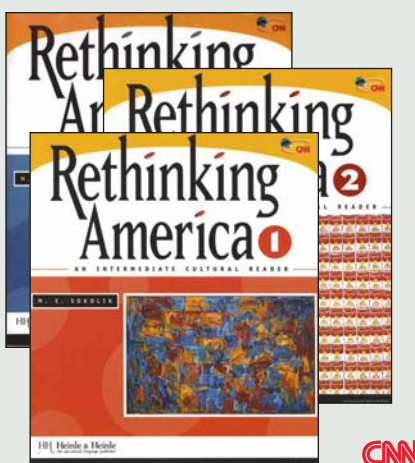
*Far From Home* and *At Home in Two Lands* work together to introduce vocabulary in high-interest readings featuring different cultural backgrounds. Through this contextualized approach, each book offers high-frequency, low-level vocabulary while encouraging discussion for adult students.

- ▶ Updated readings and enhanced content covering contemporary topics
- ▶ Systematic presentation of high-frequency vocabulary in cross-cultural and everyday situations
- ▶ Mini-dictionary entries and word family exercises for vocabulary development
- ▶ Pre-reading and word review exercises
- ▶ Current topics for written and oral presentations
- ▶ Thematically-linked Internet tasks for practice in research and Web skills

Student Texts

Audio (CDs or Tapes)

Assessment CD-ROM with ExamView®

**RETHINKING AMERICA 1 – 3****M. E. Sokolik****LEVEL: intermediate to advanced**

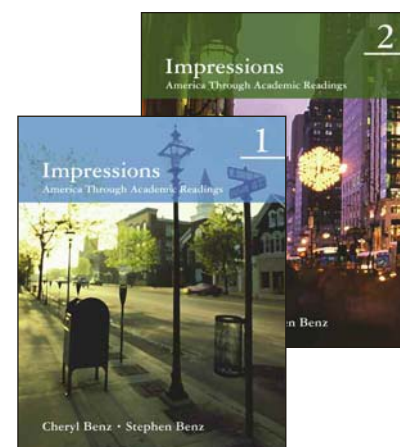
Intriguing cultural readings and CNN® videos help students truly understand American life.

- ▶ Fascinating selections from Andy Rooney, Erma Bombeck, Terry McMillan, and more, illuminate U.S. life and challenge students to get below the surface of a variety of cultural topics.
- ▶ Pairs of authentic readings offer different perspectives on a single topic and invite critical thinking, debate, analysis, and synthesis.
- ▶ Numerous activities build vocabulary and reading skills.
- ▶ An almanac at the end of each book provides maps, historical timelines, and a wealth of cultural facts and figures.
- ▶ CNN® video clips for each unit stimulate writing activities.

Student Texts

CNN® Videos (VHS)

Instructor's Manual

**IMPRESSIONS 1 & 2**

America Through Academic Readings

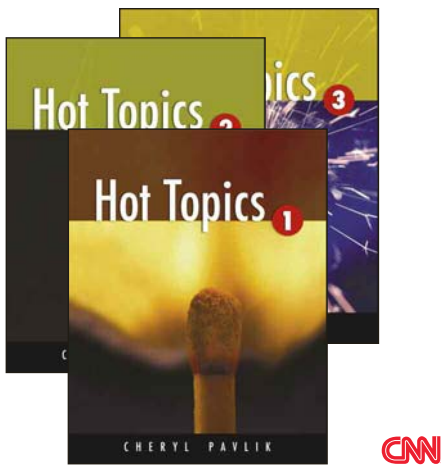
**Cheryl Benz, Stephen Benz****LEVEL: intermediate to advanced**

Through academic readings, *Impressions* helps students explore American culture and develop the reading, vocabulary, and critical thinking skills necessary to be successful learners.

- ▶ Authentic academic readings focus on American culture and values to help students achieve cultural literacy.
- ▶ Reading activities help students learn essential pre-reading and post-reading skills, including predicting, previewing, and scanning for details.
- ▶ High-frequency vocabulary chosen from the Academic Word List helps students become proficient readers across all academic disciplines.
- ▶ Excerpts from real student essays function as models for student writing.
- ▶ Reading-Response Journal activities enable students to become interactive readers.
- ▶ Writing topics increase critical thinking and mirror the writing assignments students face in academic classes.

Student Texts

[elt.heinle.com/impressions](http://elt.heinle.com/impressions)



## HOT TOPICS 1 – 3

Cheryl Pavlik

LEVEL: low-intermediate to advanced

*Hot Topics* is guaranteed to engage readers, stimulate thinking, and provoke conversation while supporting reading skills development. The controversial topics explored in the readings have more than one side to them, thus they encourage debate and the forming of opinions. Students won't be able to stop themselves from increasing their vocabulary and reading skills in English!

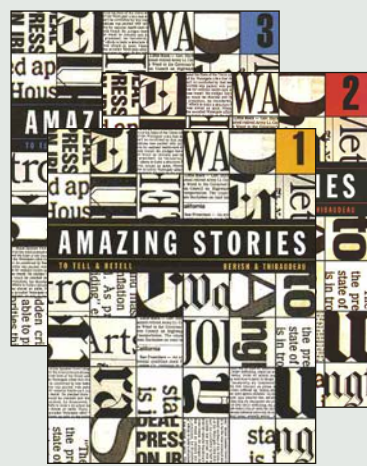
- ▶ Each unit features three readings on a related hot topic, the last one more challenging than the previous two.
- ▶ Students increase reading fluency through pre-reading questions, skimming and scanning activities, use of context clues, vocabulary analysis, and development of critical thinking skills.
- ▶ Open-ended questions at the end of each unit allow students to voice their opinions and defend their viewpoints through discussion or in writing.

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Student Texts  
 Audio (CDs or Tapes)  
 CNN® Videos (DVD or VHS)  
 Instructor's Manual  
 Assessment CD-ROM with ExamView®

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[elt.heinle.com/hottopics](http://elt.heinle.com/hottopics)



## AMAZING STORIES TO TELL AND RETELL 1 – 3

Lynda Berish, Sandra Thibaudeau

LEVEL: high-beginning to low-intermediate

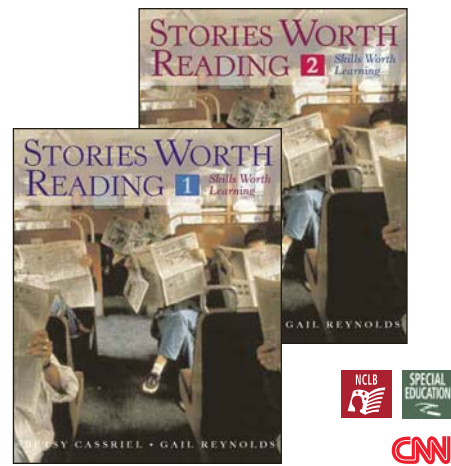
Designed to get students reading—and talking—the *Amazing Stories* series provides engaging and motivating readings that help students build vocabulary and develop confidence as readers. Exercises ask students to dig into the subject matter, get involved in the reading process, and think actively.

- ▶ Each thematic unit contains two true human-interest readings adapted from newspapers or magazines and sequenced in order of increasing difficulty.
- ▶ A careful progression of activities for individual, pair, and group work, ranging from guided to more open-ended practice, promotes the active use of language.
- ▶ A “Reading Skills” section, following each story, checks comprehension, builds and reviews vocabulary, and presents fundamental strategies to develop reading and critical-thinking skills.
- ▶ “Put It Together” section at the end of each unit contains a variety of activities that synthesize the material presented in the unit, including “Tell the Stories” that encourages students to retell the stories in their own words.

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Student Texts

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## STORIES WORTH READING 1 & 2

Skills Worth Learning

Betsy Cassriel, Gail Reynolds

LEVEL: high-beginning to low-intermediate

*Stories Worth Reading* uses up-to-date, multicultural readings taken from news, feature articles, and authentic literature to engage low-level readers. Rich with supplemental activities and games—the days of scrambling to add to your text are over!

- ▶ Two readings per unit explore the topic and develop vocabulary skills.
- ▶ Fun application activities encourage students to use their new vocabulary.
- ▶ Writing models support students as they produce their own writing samples.
- ▶ Research activities teach library and Internet search skills to help students find information on their own.
- ▶ Instructor's Manual offers many supplemental activities and photocopiable templates for expansion.

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Student Texts  
 Audio (CDs or Tapes)  
 Instructor's Manual  
 CNN® Video (DVD or VHS)  
 Assessment CD-ROM with ExamView®

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[elt.heinle.com/storiesworthreading](http://elt.heinle.com/storiesworthreading)

## Anthologies



## READING THE NEWS

**Pete Sharma**

**LEVEL:** intermediate to advanced

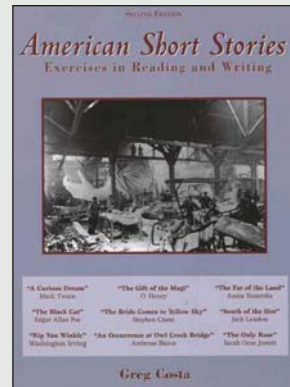
With *Reading the News*, students not only improve their ability to read newspapers in English—they gain practice that will help prepare them for TOEFL®, TOEIC®, and IELTS® exams. Authentic articles on contemporary issues from the *International Herald Tribune* encourage students to read English outside the classroom.

- ▶ Helps prepare students for exams through exercises that practice TOEFL®, TOEIC® and IELTS® exam tasks
- ▶ Builds on students' natural interest in current events, presenting a wide variety of high-interest articles grouped thematically by newspaper section
- ▶ Targets the reading, listening, vocabulary and other essential language skills learners need most for functional literacy in reading newspapers in English
- ▶ Includes “Special Focus on the Newspaper” sections offering strategies for analyzing an article’s content and viewpoint
- ▶ Audio CDs containing recordings of articles in *Reading the News*—ideal for improving listening comprehension and pronunciation skills

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Student Text  
Instructor's Manual  
Audio CDs

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## AMERICAN SHORT STORIES

Exercises in Reading and Writing,  
Second Edition

**Greg Costa**

**LEVEL:** intermediate

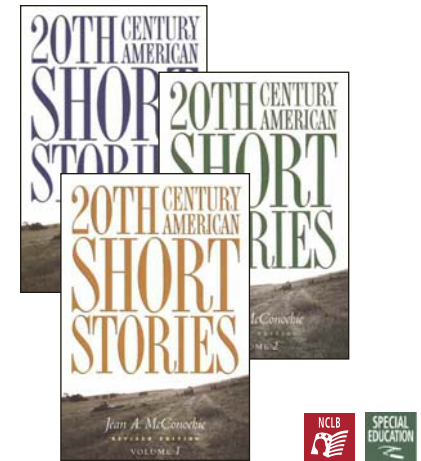
Through these adapted classic American stories students develop an understanding of American language, literature, culture, and character.

- ▶ Contextualized grammar and writing activities reinforce vocabulary and structures.
- ▶ Pre- and post-reading activities build comprehension and critical thinking skills.
- ▶ Maps and graphs provide further information about the historical contexts.
- ▶ Historic photographs and illustrations acquaint students with the time, place, and cultural atmosphere of each selection.

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Student Text

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## 20TH CENTURY AMERICAN SHORT STORIES

Revised Edition

**Jean A. McConochie**

**LEVEL:** high-intermediate to advanced

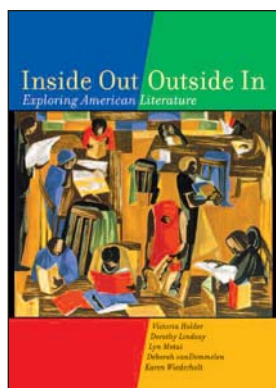
These classic texts introduce students to American literature through a rich selection of contemporary authors.

- ▶ Unabridged, unsimplified stories are by Sandra Cisneros, Ernest Hemingway, Toshio Mori, Richard Wright, John Updike, Raymond Carver, Grace Paley, and more.
- ▶ A strong connection between reading and writing is promoted.
- ▶ Volumes 1 and 2 include pre- and post-reading support such as biographical information, glossary, and new discussion and writing activities.
- ▶ Anthology combines only the readings and introductory material from both volumes.

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Volumes 1 & 2  
Anthology

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## INSIDE OUT/OUTSIDE IN

Exploring American Literature

**Victoria Holder, Dorothy Lindsay,  
Lyn Motai, Deborah vanDommelen,  
Karen Wiederholt**

LEVEL: advanced

With a focus on literary analysis, this anthology of short stories and poems helps students develop reading skills and encourages them to read literary works for enjoyment.

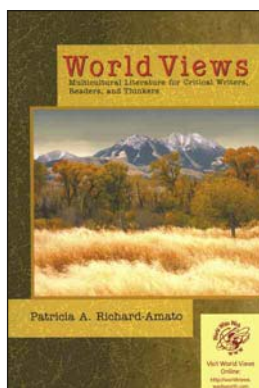
- ▶ Selections, by a diverse set of authors such as Ernest Hemingway, Toni Cade Bambara, Li-Yong Lee, and Bernard Malamund, range from traditional to more contemporary works.
- ▶ Activities on basic comprehension, literary analysis, and analytical writing help prepare students for future academic success.
- ▶ Important cultural, historical, or geographical background is provided for each selection.
- ▶ Charts, sketches, diagrams, and role plays tap into students' different learning styles.

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Student Text  
Online Teaching Center

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[elt.heinle.com/insideout](http://elt.heinle.com/insideout)



## WORLD VIEWS

Multicultural Literature for Critical Writers, Readers, and Thinkers

**Patricia A. Richard-Amato**

LEVEL: advanced

*World Views* is a cross-genre reader designed to provide students with a rich selection of readings that inspire them to improve critical writing and thinking skills.

- ▶ Multicultural reading selections from a variety of genres, including essays, biographical sketches, stories, drama, and poetry, expose students to a wide range of world views and perspectives.
- ▶ Selections from Maya Angelou, William Saroyan, Helen Keller, Sterling A. Brown, Amy Tan, Chief Sealth, and more, engage the reader.
- ▶ Integrated Internet activities encourage students to expand their learning online.
- ▶ "A Guide for Writers" appendix includes common grammar and writing errors, and encourages students to become self-editors.

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Student Text

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[elt.heinle.com/worldviews](http://elt.heinle.com/worldviews)

### ADDITIONAL READING TITLES

#### COUNTERPARTS

An Intermediate Reading Program, 2/e

**Beverly Pimsleur with Linda Lee**

LEVEL: intermediate

#### DEVELOPING READING SKILLS 1 – 3 EXPANDING READING SKILLS 1 & 2

**Linda Markstein, Louise Hirasawa**

LEVEL: beginning to advanced

#### INSIDE THE NEWS

A reading text for students of English

**Connie Shoemaker, Susan Polycarpou**

LEVEL: high-beginning

#### KALEIDOSCOPE 1 – 4

Reading and Writing

**Anita Sökmen, Daphne Mackey**

LEVEL: high-beginning to high-intermediate

#### LIFE, LANGUAGE, & LITERATURE

**Linda Robinson Fellag**

LEVEL: advanced

#### THE MULTICULTURAL WORKSHOP 1 – 3

A Reading and Writing Program

**Linda Lonon Blanton, Linda Lee**

LEVEL: high-beginning to high-intermediate

#### OUR GLOBAL VILLAGE, 2/e

**Angela Labarca, James M. Hendrickson**

LEVEL: low-intermediate to intermediate

#### REFLECTIONS, 2/e

**John Dennis, Suzanne Griffin**

LEVEL: intermediate

#### STEPS TO ACADEMIC READING SERIES

Book 1 – 5: **Jean Zukowski/Faust**

Book 4 – 5: **Susan S. Johnston**

Book 4: **Elizabeth E. Templin**

LEVEL: beginning to high-intermediate

## LEVEL GUIDE

	PAGE NUMBER	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	LOW-ADVANCED	ADVANCED
Basic Composition for ESL, 3/e	83		•					
Blueprints: 1, 2	79				1	1	2	2
Catalyst: 1, 2	77			1	2			
College Writing: 1, 2, 3, 4	78			1	2	3	4	4
Composition Practice, 3/e: 1, 2, 3, 4	76		1	2	3	4		
Destinations: 1, 2 <b>NEW!</b>	77			1	1	2		
Developing Composition Skills, 2/e	81				•			
Discoveries in Academic Writing	84					•	•	•
Getting There	84				•			
Great Writing series: 1, 2, 3, 4, 5	74		1	1,2	2,3	4	5	5
Idea Exchange: 1, 2	84				1	2		
Independent Writing, 2/e	84							•
Key Concepts: Reading and Writing Across the Disciplines: 1, 2 <b>NEW!</b>	76				•	•	•	•
Looking Ahead: 1, 2, 3, 4	84				1	2	3	4
One Step at a Time: 1, 2	84			1	2			
Past, Present, & Future, 4/e	84				•			
Read, Write, Edit	80						•	•
Refining Composition Skills, 5/e	81					•	•	•
Sourcework	83						•	•
Starting Lines	84	•						
Tapestry Writing: 1, 2, 3, 4	79		1	2	2	3	3,4	4
Think About Editing	82				•			
Tools for Writing	84				•			
Top 10	80			•	•			
Top 20, 2/e	80					•	•	•
Weaving It Together, 2/e: 1, 2, 3, 4	75	1	1	2	3	4		
Write from the Start, 2/e	83		•					
Write Ideas	84	•						
Write in the Middle, 2/e	84				•			
Write Path, The	84				•			
Writing Clearly: An Editing Guide, 2/e	82					•	•	•
Writing Essentials	82				•	•	•	•
Writing Workout	84		•					
Writing Workshop	84						•	•
<b>DICTIONARIES</b>								
Collins COBUILD Advanced Dictionary of American English	34						•	•
Collins COBUILD Intermediate Dictionary of American English <b>NEW!</b>	33			•	•	•		
Collins COBUILD School Dictionary of American English <b>NEW!</b>	32			•	•	•		
Heinle Picture Dictionary, The	28	•	•	•				
Heinle's Basic Newbury House Dictionary, 2/e	36	•	•	•				
Heinle's Newbury House Dictionary with Integrated Thesaurus, 4/e	36			•	•	•		

*Build students' writing ability, step-by-step!*

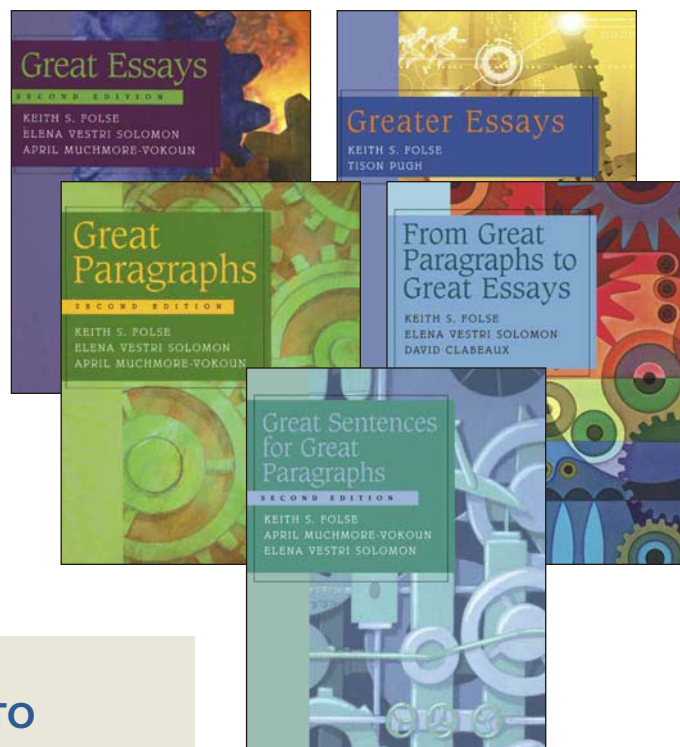
## THE GREAT WRITING SERIES

**Keith S. Folse**

This comprehensive series helps students be great writers by focusing them on the elements of effective, well-structured sentences, paragraphs, and essays.

Each book in the series includes:

- ▶ **Example essays** accompanied by short pre- and post-reading questions related to structure, rhetorical patterns, and more.
- ▶ **Original writing** with at least five additional assignments for each rhetorical pattern as the final writing assignment in each unit.
- ▶ **Peer editing**, guided by specific questions.
- ▶ **An outline section** that develops organizational and supporting detail skills.



### GREAT SENTENCES FOR GREAT PARAGRAPHS

Second Edition

**Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon**

**LEVEL:** high-beginning to low-intermediate

Basic writing skills are built by focusing on the elements of a good sentence within the context of a paragraph.

- ▶ Students practice grammar, sentence development, and editing.

### GREAT PARAGRAPHS

Second Edition

**Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon**

**LEVEL:** low-intermediate to intermediate

This book introduces the process of paragraph development, and teaches how to generate ideas and write within a variety of rhetorical patterns.

- ▶ Students work with models, produce original writing, practice editing, and focus on grammar and proper sequencing.

### FROM GREAT PARAGRAPHS TO GREAT ESSAYS

**Keith S. Folse, Elena Vestri Solomon, David Clabeaux**

**LEVEL:** intermediate

This step-by-step approach centers on definition, process, description and opinion in teaching the essentials of generating, developing, and organizing ideas into paragraphs and essays.

- ▶ Both the paragraph and essay portions include a great variety of sample paragraphs and essays.

### GREAT ESSAYS

Second Edition

**Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon**

**LEVEL:** high-intermediate

*Great Essays* shows students how to write effective essays and provides practice in rhetorical patterns.

- ▶ Students learn to analyze essays, organize ideas, and support these statements, while concentrating on grammar and the cohesive elements of writing.

#### SERIES COMPONENTS

Student Texts  
Online Teaching and Study Centers

See p. 134 for Great Writing series ISBN/Price listings

[elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

### GREATER ESSAYS

**Keith S. Folse, Tison Pugh**

**LEVEL:** advanced

*Greater Essays* uses more challenging models and assignments to give students opportunities to further develop their essay writing and vocabulary skills.

- ▶ Students receive helpful guidance throughout the writing process—from brainstorming, to drafting, to revising their own and their peers' essays in response to feedback.

*Students connect reading and writing!*

## WEAVING IT TOGETHER 1–4

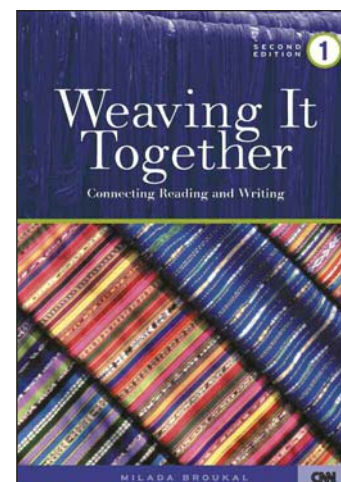
### Connecting Reading and Writing, Second Edition

Milada Broukal

LEVEL: beginning to high-intermediate

*Weaving It Together* connects high-interest readings with clear writing activities to help students become more confident in their ability to understand and express ideas in English.

- ▶ Carefully structured and well-sequenced **writing models and activities** encourage students to move with confidence from guided exercises to free writing activities.
- ▶ **Longer readings** on engaging topics offer academic and literary content.
- ▶ **Variety of vocabulary, editing, grammar, and writing activities** expand the readings and help learners develop strong academic skills.
- ▶ **Internet activities** encourage students to expand their learning online.
- ▶ **CNN® videos and activities** expand the content and provide a springboard for creative writing activities.
- ▶ **Instructor's Manuals** include answer keys, videoscripts, language summaries, and teaching hints.
- ▶ **Audio Tapes or Audio CDs** contain the readings.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create quizzes and tests easily.



Top-selling series!

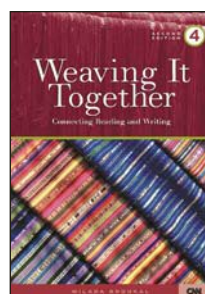
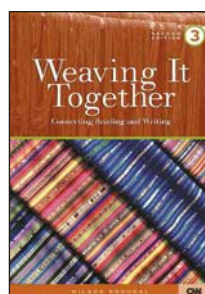
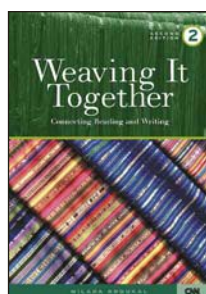
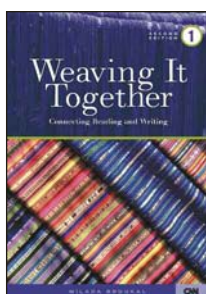


#### SERIES COMPONENTS

Student Texts  
 Audio (CDs or Tapes)  
 CNN® Videos (VHS)  
 Instructor's Manuals  
 Assessment CD-ROM with ExamView®

See p. 143 for *Weaving It Together* ISBN/Price listings

[elt.heinle.com/wit](http://elt.heinle.com/wit)





## KEY CONCEPTS 1 & 2

Reading and Writing Across the Disciplines

Barbara Smith-Palinkas, Kelly Croghan-Ford

LEVEL: intermediate to advanced

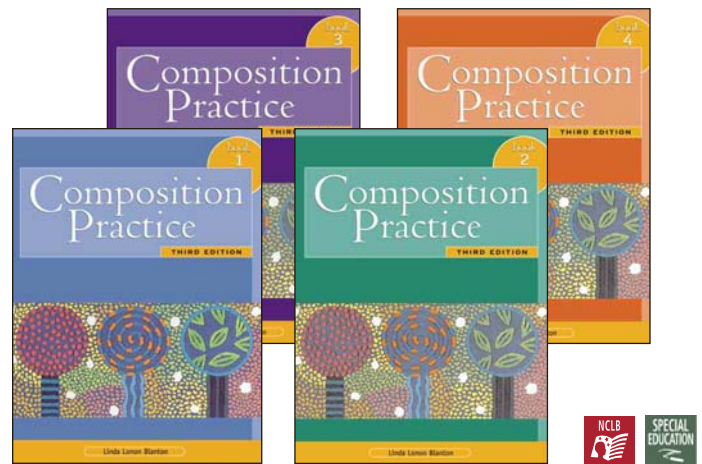
*Key Concepts* helps students master the academic content, academic vocabulary, and academic reading and writing skills they need to succeed at college.

- ▶ **Authentic readings from real college textbooks** help students build on their knowledge of academic subjects.
- ▶ **Reading passages act as models** for the rhetorical styles students produce in their writing assignments.
- ▶ **Practice of each step in the writing process** guides students in perfecting their writing.
- ▶ **Academic Word List and discipline-specific vocabulary** is introduced and practiced to build students' academic vocabulary knowledge.
- ▶ **Vocabulary building exercises** help students discern differences in meaning by focusing on word forms, context, and usage.
- ▶ **Integrated grammar activities** improve students writing at the sentence level.

### SERIES COMPONENTS

Student Texts

A perfect complement to *Key Concepts 1 @ 2: Listening, Note Taking, and Speaking Across the Disciplines*, p. 92.



## COMPOSITION PRACTICE 1 – 4

Third Edition

Linda Lonon Blanton

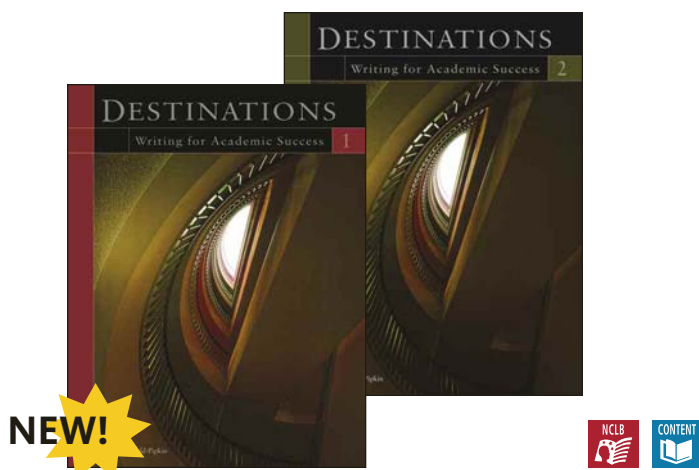
LEVEL: high-beginning to high-intermediate

This classic, step-by-step approach emphasizes the fundamentals of great composition writing. Students develop writing skills to prepare them for the transition from simple prose to more linguistically sophisticated and complex discourse.

- ▶ **Books 1 & 2** focus on developing strong skills for descriptive and narrative writing on familiar, everyday topics.
- ▶ **Books 3 & 4** develop expository and argumentation writing skills, and build students' analytic abilities as they write for a broader, more academic audience.
- ▶ **Pre-reading activities and post-reading caption writing exercises** support the readings and introduce the grammatical and rhetorical focus in Books 1 & 2.
- ▶ **Richly detailed sequential illustrations, maps, photos, and graphs** help students with comprehension of vocabulary and idioms in both readings and model compositions.
- ▶ **Varied exercises** on comprehension, vocabulary, grammar, semantic organization, and writing techniques prepare students to write successful compositions.
- ▶ **Online activities** encourage students to use the Internet as a resource for their writing.

### SERIES COMPONENTS

Student Texts



## DESTINATIONS 1 & 2

Writing for Academic Success

Nancy Herzfeld-Pipkin

LEVEL: low-intermediate to high-intermediate

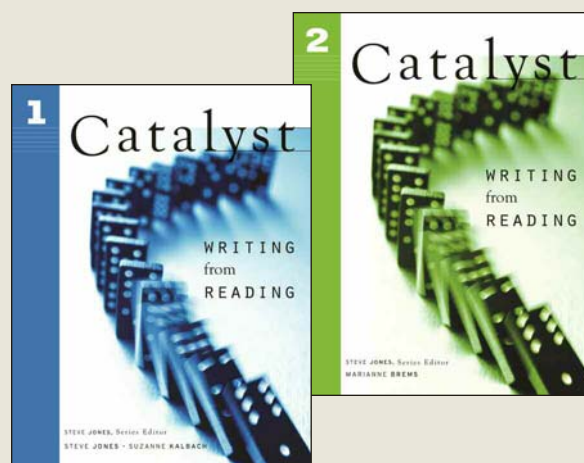
*Destinations* prepares students for academic achievement. Step-by-step writing explanations and tasks centered on content area readings help students develop and refine academic writing at the sentence, paragraph, and essay level.

- ▶ **A variety of writing activities** coach students in effective sentence and paragraph (Book 1) and paragraph and essay development (Book 2).
- ▶ **Clear charts and exercises** focus on sentence level writing and editing skills.
- ▶ **Structured writing activities and models** at the paragraph and essay level help students master English composition skills, including the skill of summarizing.
- ▶ **Authentic and adapted readings in academic content areas** prepare students for the next step in their education.
- ▶ ***Destinations: Grammar for Academic Success* workbooks** provide complete grammar activities that support the writing and content focus of the texts.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create quizzes and tests easily for both the writing and grammar texts.

### SERIES COMPONENTS

Student Texts  
Grammar Workbooks  
Instructor's Manuals: Writing and Grammar  
Assessment CD-ROMs with ExamView®

[elt.heinle.com/destinations](http://elt.heinle.com/destinations)



## CATALYST 1 & 2

Writing from Reading

Steve Jones, *Series Editor*

Book 1: Steve Jones, Suzanne Kalbach

Book 2: Marianne Brems

LEVEL: low-intermediate to intermediate

Connecting students' everyday experiences to different academic disciplines, *Catalyst* uses a variety of readings as a springboard for writing.

- ▶ **Compelling readings** on topics such as personalities, the meaning of art, the history of architecture, and the role of sports engage students and act as a catalyst for writing.
- ▶ **A balanced approach to writing** guides students through the writing process and teaches them the mechanics of good writing.
- ▶ **Grammar explanations and exercises** woven throughout each chapter help students express their ideas more clearly.
- ▶ **Vocabulary exercises** introduce high-frequency words students need in their daily lives plus words from the Academic Word List students will encounter in college.
- ▶ **Assessment CD-ROM with ExamView®** test-generating software allows instructors to create quizzes and tests quickly and easily.

### SERIES COMPONENTS

Student Texts  
Audio CDs  
Assessment CD-ROM with ExamView®

[elt.heinle.com/catalyst](http://elt.heinle.com/catalyst)

*Help students prepare for the rigorous writing demands of college-level courses!*

## COLLEGE WRITING 1 – 4

Patricia Byrd, Joy M. Reid, Cynthia Schuemann, *Series Editors*

Book 1: **Karen E. Walsh**

Book 2: **Eileen Cotter**

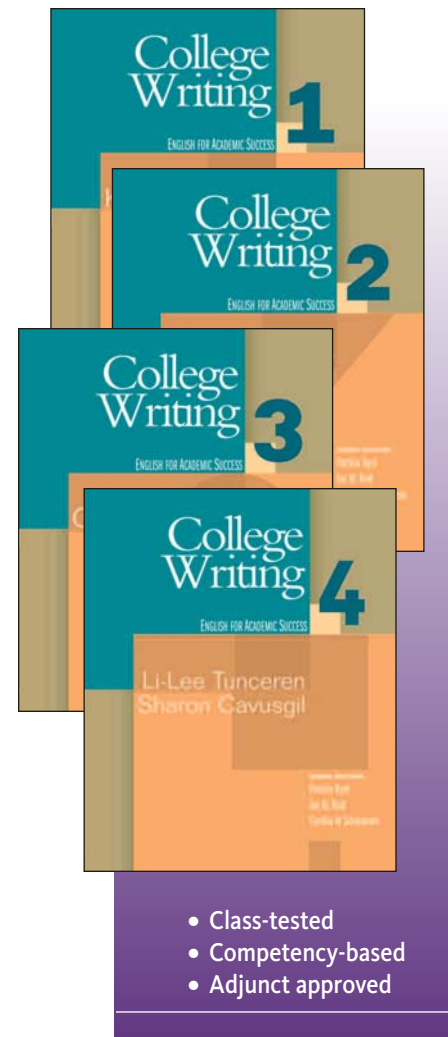
Book 3: **Gabriella Nuttall**

Book 4: **Li-Lee Tunceren, Sharon Cavusgil**

LEVEL: low-intermediate to advanced

*College Writing*, part of the *English for Academic Success* series, prepares students for academic written work by teaching them the language, content, and rhetoric needed for success in college courses. The texts build student confidence by presenting step-by-step, easy-to-learn processes for effective writing.

- ▶ **Authentic writing assignments** are drawn from actual college courses across the curriculum. Students are motivated to study, knowing they will likely receive such assignments in the future.
- ▶ **Authentic Writing Models** provide specific examples of writing so that students can compare writing styles, discuss writing strategies, and understand instructor expectations.
- ▶ **“Power Grammar” boxes** introduce the grammar structures students need for fluency and accuracy in academic written English.
- ▶ **“Spotlight on Writing Skills”** draws student’s attention to particular writing points that will be emphasized in the writing assignment and apply to successful academic writing.
- ▶ **Self-editing and peer response exercises** using response sheets from the appendix, are included in all writing assignments.
- ▶ Extensive **online instructor and student support**.



- Class-tested
- Competency-based
- Adjunct approved

### SERIES COMPONENTS

Students Texts

Online Teaching and Study Centers

See p. 128 for College Writing ISBN/Price listings

[elt.heinle.com/collegewriting](http://elt.heinle.com/collegewriting)

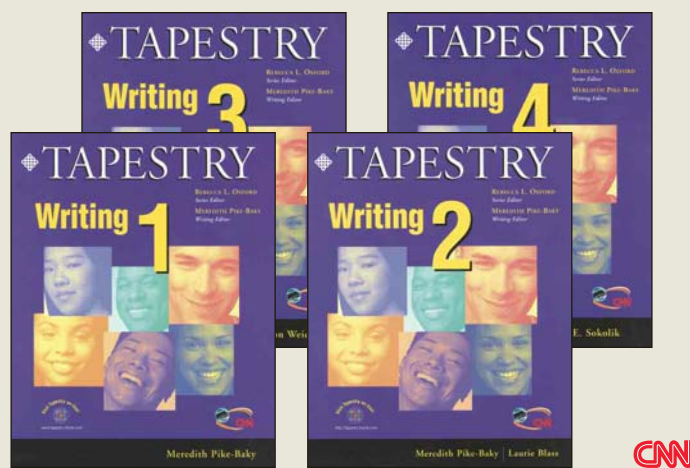
Other titles in the *English for Academic Success* series include:

*College Reading 1 – 4*, p. 67  
*College Oral Communication 1 – 4*, p. 87  
*College Vocabulary 1 – 4*, p. 100

For professional development or in-service training on teaching academic English, see:

*Essentials of Teaching Academic Writing*, p. 121





## TAPESTRY WRITING 1 – 4

Rebecca Oxford, *Series Editor*  
Meredith Pike-Baky, *Writing Editor*

Book 1: Meredith Pike-Baky  
Book 2: Meredith Pike-Baky, Laurie Blass  
Book 3: Marie Hutchison Weidauer  
Book 4: M.E. Sokolik

LEVEL: high-beginning to advanced

Academic writing activities, integrated learning strategies, CNN® videos, and a Web site effectively provide students with the tools they need to be successful, independent learners.

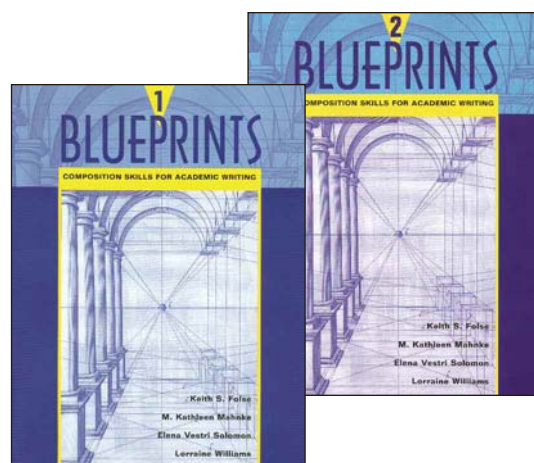
- ▶ **Writing and reading selections** prepare students for the assignments they will do in college.
- ▶ **“Academic Power Strategies,”** such as finding a mentor or forming a study group, give students the knowledge and skills to become successful, independent learners.
- ▶ **“Language Learning Strategies”** help students learn to write well.
- ▶ **CNN® video clips** provide an exciting springboard for writing activities.
- ▶ **“Setting Goals” and “Self-Assessment” sections** help students monitor their own progress.

### SERIES COMPONENTS

Students Texts  
CNN® Videos  
Instructor’s Manuals

[elt.heinle.com/tapestry](http://elt.heinle.com/tapestry)

For a well-integrated curriculum, see *Tapestry Reading*, p. 68 and *Tapestry Listening & Speaking*, p. 91.



## BLUEPRINTS 1 & 2

Composition Skills for Academic Writing

Keith S. Folse, M. Kathleen Mahnke, Elena Vestri Solomon,  
Lorraine Williams

LEVEL: intermediate to advanced

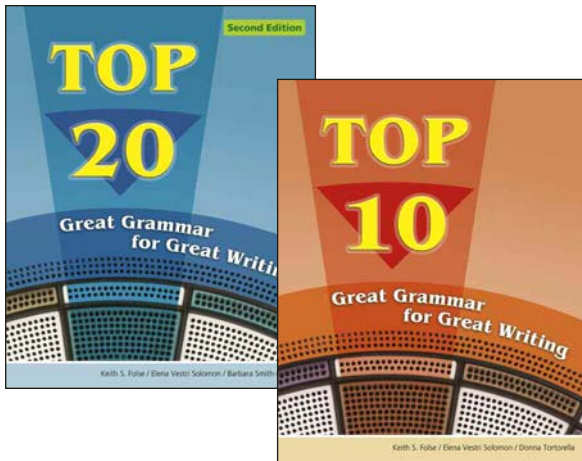
The *Blueprints 1 & 2* academic writing series offers a unique combination of instruction in the rhetorical processes as well as paraphrasing, summarizing, and synthesizing. This multi-layered approach helps students develop good writing habits and avoid the pitfalls of plagiarism. Students receive ample opportunities to write at the sentence, paragraph, and essay levels.

- ▶ **A focus on academic writing** beyond the ESL classroom motivates students to practice their new skills on the types of writing faced in academic settings.
- ▶ **A combination of author-generated, student-generated, and authentic readings** gives students a wide variety of writing models covering diverse academic topics such as DNA tests, computer programs, and literary analysis.
- ▶ **Grammar points** that are particularly useful to writers at the intermediate and advanced levels are explained and practiced in every unit.
- ▶ **A flexible organization** allows the chapters on rhetorical patterns to be taught in any order.

### SERIES COMPONENTS

Student Texts  
Online Teaching and Study Centers

[elt.heinle.com/blueprints](http://elt.heinle.com/blueprints)



## TOP 10

### TOP 20, Second Edition

Great Grammar for Great Writing

Top 10: **Keith S. Folse, Elena Vestri Solomon, Donna M. Tortorella**

Top 20, 2/e: **Keith S. Folse, Elena Vestri Solomon, Barbara Smith-Palinkas**

LEVEL: low-intermediate to advanced

*Top 20* and *Top 10* help students master the essential grammar they need to produce great writing. They can be used as stand-alone coursebooks or to supplement any writing series, such as the *Great Writing* series (p. 74).

***Top 10* focuses on correcting the ten most common grammatical errors novice writers make.**

- ▶ **Straightforward grammar explanations** allow students to understand how structures are used in writing.
- ▶ **Guided activities** encourage students to learn about typical grammar errors, identify them, and then correct them.
- ▶ Strong emphasis on **editing exercises** teaches the self-editing skills students need to develop, to be successful writers.

***Top 20* reviews the twenty most troublesome grammar points students struggle with in their writing.**

- ▶ **Authentic academic writing models** help contextualize grammar exercises.
- ▶ A **variety of exercises** show students how to find and correct common grammatical errors.
- ▶ New chapter on how to **edit essays** enhances learner independence.
- ▶ **Improved grammar explanations** help students to bridge the gap between their writing and native-speaker writing.

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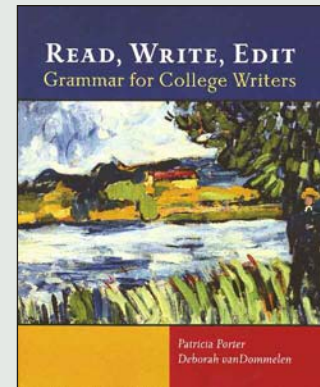
#### SERIES COMPONENTS

Student Texts

Online Teaching and Study Centers

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[elt.heinle.com/top20](http://elt.heinle.com/top20)



## READ, WRITE, EDIT

Grammar for College Writers

**Patricia Porter, Deborah vanDommelen**

LEVEL: low-advanced to advanced

*Read, Write, Edit* focuses on grammar structure and editing strategies to help students learn the necessary skills to express themselves accurately and effectively in college writing. Readings from a variety of academic genres and disciplines expose students to writing and grammar concepts as they appear in context.

- ▶ **Grammar structures are presented in a clear, visual format** through charts offering usage tips and examples of common problems.
- ▶ **A variety of activities** support grammar learning through listening and doing: dictation, board work, individual work, peer discussion, and group presentation.
- ▶ **Each reading is supported by** pre-reading guides, comprehension checks, and writing prompts.
- ▶ **Editing skills** are practiced on readings from the book, from students' own writing, and work from their peers.

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Student Text

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[elt.heinle.com/readwritedit](http://elt.heinle.com/readwritedit)

*Students build writing skills in the rhetorical modes!*

## DEVELOPING COMPOSITION SKILLS

### Rhetoric and Grammar, Second Edition

Mary K. Ruetten

LEVEL: intermediate

## REFINING COMPOSITION SKILLS

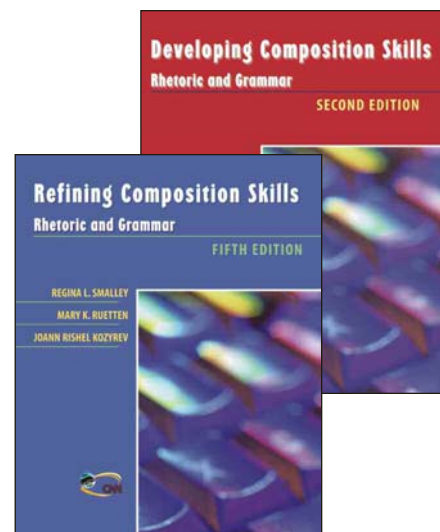
### Rhetoric and Grammar, Fifth Edition

Regina L. Smalley, Mary K. Ruetten, Joann Rishel Kozyrev

LEVEL: high-intermediate to advanced

This best-selling series combines extensive development and practice in the rhetorical modes while integrating instruction with readings, grammar, and critical thinking skills.

- ▶ **Developing Composition Skills** focuses students on narrating, describing, analyzing, comparing and contrasting, classifying, and evaluating at the **paragraph level** and offers a complete introduction to the essay as a bridge to essay-level writing.
- ▶ In addition to thoroughly presenting and reviewing writing modes taught at the lower level, **Refining Composition Skills develops essay writing skills** needed for college: example, comparison and contrast, classification, process analysis, cause and effect, and argument.
- ▶ **Updated multicultural readings** act as a springboard for student writing.
- ▶ **CNN® video clips** provide writing prompts for each chapter.
- ▶ **Internet activities** encourage students to use the Internet for research, motivation, and inspiration.
- ▶ **“Getting Started”** section includes goals, writing assignments, and video activities.



#### SERIES COMPONENTS

Student Texts  
Instructor's Manuals  
CNN® Videos

See p. 129 for Developing Composition Skills  
ISBN/Price listings

See p. 140 for Refining Composition Skills  
ISBN/Price listings

#### Your colleagues say...

*“I have found Developing Composition Skills enormously helpful in my writing classes. A number of my peers are also fond of this book. You can definitely see the improvement in student writing over the semester while using this text.”*

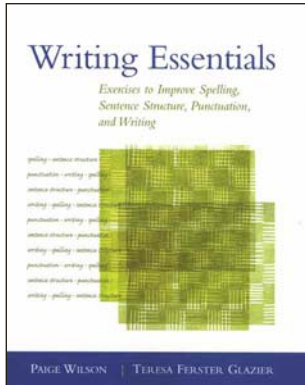
Erin Lofthouse,  
City College of San Francisco, CA

*“I have used Refining Composition Skills in my teaching for 15 years and have found it an excellent tool in the teaching of composition. For me, its greatest strengths are the example compositions, the exercises, the grammar explanations, and the appendices.”*

Lynn T. Bunker,  
University of Houston, TX

Writers perfect  
the paragraph!

Writers master  
the essay!



## WRITING ESSENTIALS

Exercises to Improve Spelling, Sentence Structure, Punctuation, and Writing

Paige Wilson, Teresa Ferster Glazier

LEVEL: intermediate to advanced

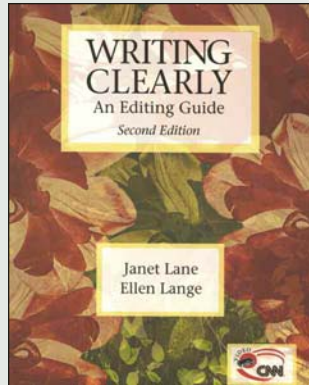
Ideal as a classroom or self-study text, *Writing Essentials* reviews the basic English skills needed for proper spelling, sentence structure, punctuation, and writing.

- ▶ Practical and contextualized exercises engage students' attention as they learn to recognize and craft grammatically correct sentences.
- ▶ Over 150 exercise sets reinforce coherence in student writing, and include practice in writing sentences and proofreading paragraphs.
- ▶ Answers to all exercises are provided at the back of the book, allowing for immediate feedback.
- ▶ The "Writing" section introduces the writing process and includes assignments, samples by both student and professional writers, and articles to read, react to, and summarize.

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Student Text

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## WRITING CLEARLY

An Editing Guide, Second Edition

Janet Lane, Ellen Lange

LEVEL: high-intermediate to advanced

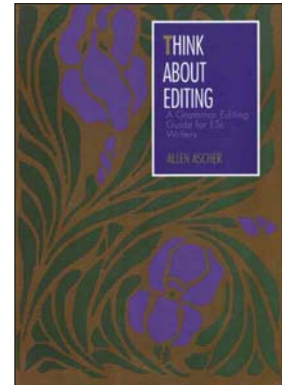
*Writing Clearly: An Editing Guide* helps students recognize and remedy the fifteen most common ESL writing errors.

- ▶ Explanations, selected grammar rules, strategies, and exercises help students correct their own writing.
- ▶ Exercises progress from error identification, to production of correct sentences, to error analysis.
- ▶ A diagnostic task at the beginning of each unit helps teachers assess how much students know.
- ▶ A glossary of writing and editing terminology gives students an easily accessible reference.
- ▶ CNN® video clips further stimulate writing activities.

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Student Text  
 Instructor's Manual  
 CNN® Video

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## THINK ABOUT EDITING

A Grammar Editing Guide for ESL Writers

Allen Ascher

LEVEL: intermediate

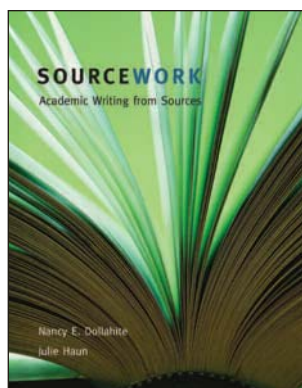
This task-based, interactive grammar editing guide teaches students to effectively self-edit their work.

- ▶ Pre-tests for diagnosis of specific trouble spots begin each unit.
- ▶ Step-by-step discovery approach makes grammar rules meaningful and reinforces retention.
- ▶ Numerous self-editing exercises enhance and refine students' recognition of common grammar points.

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Student Text

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## SOURCEWORK

Academic Writing from Sources

Nancy E. Dollahite, Julie Haun

LEVEL: low-advanced to advanced

*Sourcework* helps students work from outside sources and guides them through the process of writing their first academic research paper.

- ▶ Students learn how to take notes from readings, analyze information, outline structures, create thesis statements, write and refine drafts, and more.
- ▶ A rich, cohesive set of 31 university-level readings, organized by theme (heroes, non-violent social change, globalization, and bioethics) gives students the content they need to write complex, sophisticated pieces.
- ▶ In-depth practice teaches students to analyze information and support their ideas in academic writing.

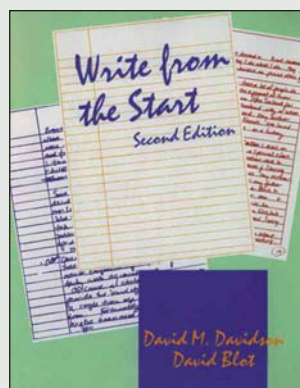
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Student Text

Online Teaching and Study Centers

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[elt.heinle.com/sourcework](http://elt.heinle.com/sourcework)



## WRITE FROM THE START

Second Edition

David M. Davidson, David Blot

LEVEL: high-beginning

Based on the Counseling Learning Approach, this text provides students with the guidance and confidence to produce written language.

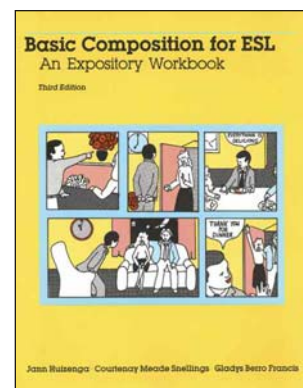
- ▶ Grammar review section focuses on problem areas.
- ▶ Individual learner differences are addressed.
- ▶ Exercises provide practice in writing an autobiography.

---

Student Text

Answer Key

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## BASIC COMPOSITION FOR ESL

An Expository Workbook,  
Third Edition

Jann Huizenga, Gladys Berro Francis,  
Courtenay Meade Snellings

LEVEL: high-beginning

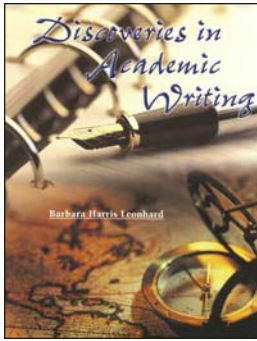
*Basic Composition for ESL* combines traditional approaches to composition with process writing through step-by-step explanations, exercises, and strategies.

- ▶ Basic organizational skills
- ▶ Rhetorical modes of communication
- ▶ Practical and academic writing lessons
- ▶ Lessons that gradually increase in complexity

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Student Text

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## DISCOVERIES IN ACADEMIC WRITING

**Barbara Harris Leonhard**

LEVEL: high-intermediate to advanced

Students learn how to develop and organize unified essays through exploration of academic writing principles, critical thinking skills, rhetorical modes, and peer review.

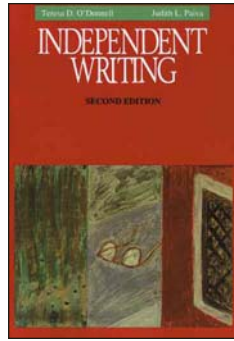
- ▶ Writing assignments and exercises develop and reinforce critical thinking skills.
- ▶ Student essays model the process approach of the text.
- ▶ Helpful tips improve study skills and time management.
- ▶ Rhetorical grammar practice refines the writing.
- ▶ Students prepare for writing with sources, writing research papers, and taking essay exams.

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Student Text

Instructor's Manual

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## INDEPENDENT WRITING

Second Edition

**Judith L. Paiva, Teresa D. O'Donnell**

LEVEL: advanced

*Independent Writing* provides students with the tools they need to produce well-written, thoughtful, and tightly organized academic writing.

- ▶ Standard rhetorical composition devices are covered.
- ▶ Collaborative writing activities keep classes lively.
- ▶ Grammar is integrated into each unit.
- ▶ Includes suggestions for composing on a keyboard and a summary writing section at the end of each chapter.

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Student Text

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### ADDITIONAL WRITING TITLES

#### GETTING THERE

Tasks for Academic Writing

**Jessica Williams, Jacqueline R. Evans**

LEVEL: intermediate

#### IDEA EXCHANGE 1 & 2

From Speaking to Writing

**Linda Lonon Blanton**

LEVEL: intermediate to high-intermediate

#### LOOKING AHEAD 1 – 4

**Patricia Byrd, Joy M. Reid, Series Editors**

Book 1: **Sharon Cavusgil**

Book 2: **Linda Robinson Fellag**

Book 3: **Elizabeth Bylean**

Book 4: **Christine A. Holten, Judith Marasco**

LEVEL: intermediate to advanced

#### ONE STEP AT A TIME 1 & 2

Computer Assisted Writing with Grammar

**Judith García**

LEVEL: low-intermediate to intermediate

#### PAST, PRESENT, & FUTURE

A Reading and Writing Course, 4/e

**Joan Young Gregg, Joan Russell**

LEVEL: intermediate

#### STARTING LINES

Beginning Writing

**David Blot, David M. Davidson**

LEVEL: beginning

#### TOOLS FOR WRITING

A Structured Process for Intermediate Students

**Linda Robinson Fellag, Laura T. Le Dréan**

LEVEL: intermediate

#### WRITE IDEAS

A Beginning Writing Text

**Connie Shoemaker, Susan Polycarpou**

LEVEL: beginning

#### WRITE IN THE MIDDLE:

A Guide to Writing for the ESL Student, 2/e

**Connie Shoemaker, Doug Larson**

LEVEL: intermediate

#### THE WRITE PATH

Basics of Paragraph Writing

**Kelly Kennedy-Isern**

LEVEL: intermediate

#### WRITING WORKOUT

A Program for New Students of English

**Jann Huizenga, Maria Thomas-Ruzic**

LEVEL: high-beginning

#### WRITING WORKSHOP

Promoting College Success

**Linda Lonon Blanton, Linda Lee**

LEVEL: low-advanced to advanced

# LEVEL GUIDE

	PAGE NUMBER	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
<b>LISTENING AND SPEAKING</b>							
ACTIVE Skills for Communication: Intro, 1, 2 <b>NEW!</b>	86	Intro	Intro	1	1,2	2	
All Clear: 1, 2, 3	91		1	1	2	2	3
Can't Stop Talking, 2/e	98			•			
College Oral Communication: 1, 2, 3, 4	87			1	2	3	4
Communicating Effectively in English, 2/e	95					•	•
Communication Strategies: 1, 2, 3, 4 <b>NEW!</b>	93			1	2	3	4
Culturally Speaking, 2/e	95			•			
Expressions: Intro, 1, 2, 3	94	Intro	1	2	3		
From College to Careers: Listening in the Real World	93					•	•
Getting Together	98				•		
Heart of the Matter, The	88				•	•	
Key Concepts: Listening, Note Taking, and Speaking Across the Disciplines: 1, 2	92				1	2	
Let's Start Talking	98		•				
Listen In, 2/e: 1, 2, 3	94		1	2	3		
Listen, Speak, Present	98						•
Listen to Me!, 3/e <b>NEW!</b>	88	•					
Listening and Notetaking series, 3/e: 1, 2, 3	92				1	2	2,3
Listening Advantage: 1, 2, 3, 4 <b>NEW!</b>	89	1	2	3	4		
Non-Stop Discussion Workbook, The, 2/e	98				•	•	•
Now Hear This!, 3/e <b>NEW!</b>	88		•	•			
Say It Naturally, 2/e: 1, 2	98		1	1	1,2	2	2
So to Speak: 1, 2	95	1	2				
Step Up: 1, 2	90				1	2	
Talk It! series, 2/e: 1, 2, 3	90				1	2	3
Tapestry Listening & Speaking: 1, 2, 3, 4	91		1	2	2	3	4
<b>PRONUNCIATION</b>							
Pronouncing American English, 2/e	97				•	•	•
Sound Bites	98		•	•			
Sounds Great: 1, 2	98			1	2		
Speak Up, 2/e: 1, 2	98	1	2				
Targeting Pronunciation, 2/e	97				•	•	•
Well Said series: 1, 3/e <b>NEW!</b>	96			•	•	•	•
<b>DICTIONARIES</b>							
Collins COBUILD Advanced Dictionary of American English	34						•
Collins COBUILD Intermediate Dictionary of American English <b>NEW!</b>	33			•	•	•	
Collins COBUILD School Dictionary of American English <b>NEW!</b>	32			•	•	•	
Heinle Picture Dictionary, The	28	•	•	•			
Heinle's Basic Newbury House Dictionary, 2/e	36	•	•	•			
Heinle's Newbury House Dictionary with Integrated Thesaurus, 4/e	36			•	•	•	

Develop communication skills using Neil J. Anderson's **ACTIVE methodology!**

## ACTIVE SKILLS FOR COMMUNICATION

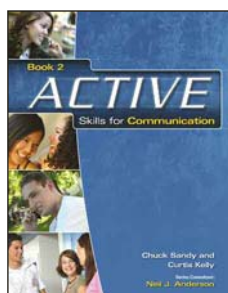
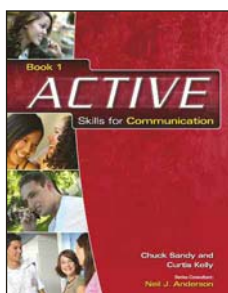
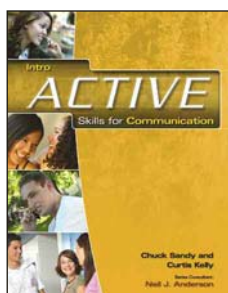
### Intro – 2

Curtis Kelly, Chuck Sandy  
Neil J. Anderson, *Series Consultant*

LEVEL: beginning to high-intermediate

*ACTIVE Skills for Communication* is an exciting new three-level series that develops learners' speaking and listening skills. Written by ELT specialists Curtis Kelly and Chuck Sandy, with series consultant Neil J. Anderson, the series uses the ACTIVE approach to help learners become more fluent, confident—and active—speakers of English. Each unit contains easy-to-follow, step-by-step activities that lead toward a major speaking task. The tasks are based on real-life situations and are designed to increase self-confidence and foster positive attitudes towards learning English.

- ▶ **Fluency strategies** help learners develop effective conversation management skills.
- ▶ **Critical thinking** activities encourage learners to think deeply about how they express themselves in English.
- ▶ **Useful expressions** help learners interact more freely in personalized speaking activities.
- ▶ **Presentation tips** assist learners in developing confidence and effective presentation skills.
- ▶ **Spoken English** sections show learners how native speakers of English really talk.
- ▶ **Workbooks** provide learners with reinforcement and extension activities for vocabulary, grammar, conversation strategies, and critical thinking.
- ▶ **Teacher's Editions** include notes, answer keys, teaching suggestions, additional activities, and photocopiable activity pages for each unit, unit assessments and tests, and audio scripts.



Build confidence in communicating!



#### SERIES COMPONENTS

Student Texts  
Workbooks  
Combo Split Editions  
Audio CDs  
Split Audio CDs  
Classroom Audio CDs  
Teacher's Editions

See p. 126 for Active Skills for Communication ISBN/Price listings

[elt.heinle.com/ASC](http://elt.heinle.com/ASC)

See page 64 for Neil J. Anderson's bestselling *ACTIVE Skills for Reading* series!

#### Activities covered in the three levels of ACTIVE Skills for Communication include:

- Interviewing other learners to make a class album
- Designing a style makeover
- Discussing ways to improve school life
- Participating in a job interview
- Buying, selling, and bargaining for goods
- Discussing moral dilemmas
- Making a personal action plan
- Creating a new business concept
- Participating in a mini-debate
- Acting in a TV trailer
- Planning the ideal town
- Organizing a dream vacation

#### Author Neil J. Anderson's ACTIVE Methodology

- A** = Activate Prior Knowledge
- C** = Cultivate Vocabulary
- T** = Think About Meaning
- I** = Increase Reading Fluency
- V** = Verify Strategies
- E** = Evaluate Progress

*Prepares students for the rigorous demands of college-level courses!*

## COLLEGE ORAL COMMUNICATION 1 – 4

Patricia Byrd, Joy M. Reid, Cynthia Schuemann, *Series Editors*

Book 1: **Marsha Chan**

Book 2: **Ann E. Roemer**

Book 3: **Cheryl L. Delk**

Book 4: **Steve Jones**

**LEVEL:** low-intermediate to advanced

*College Oral Communication*, part of the *English for Academic Success* series, helps meet the academic needs of students by teaching them how to comprehend the spoken English used by instructors and students in college classrooms. Engaging activities provide ample practice of academic listening and academic speaking.

- ▶ **Authentic classroom interactions and lectures** provide opportunities for students to learn how to listen to lectures, take notes, then use their notes for other academic tasks such as tests or small group discussions.
- ▶ **Academic speaking tasks** reflect the types of tasks expected of college students, such as participating in class, engaging in formal and informal small group discussions on lecture content, and presenting oral summaries.
- ▶ **The Academic Word List is integrated throughout** to help students develop techniques for learning and using new academic vocabulary in order to recognize the words when they hear and use them in spoken English.
- ▶ Extensive **online instructor and student support**.

### SERIES COMPONENTS

Student Texts

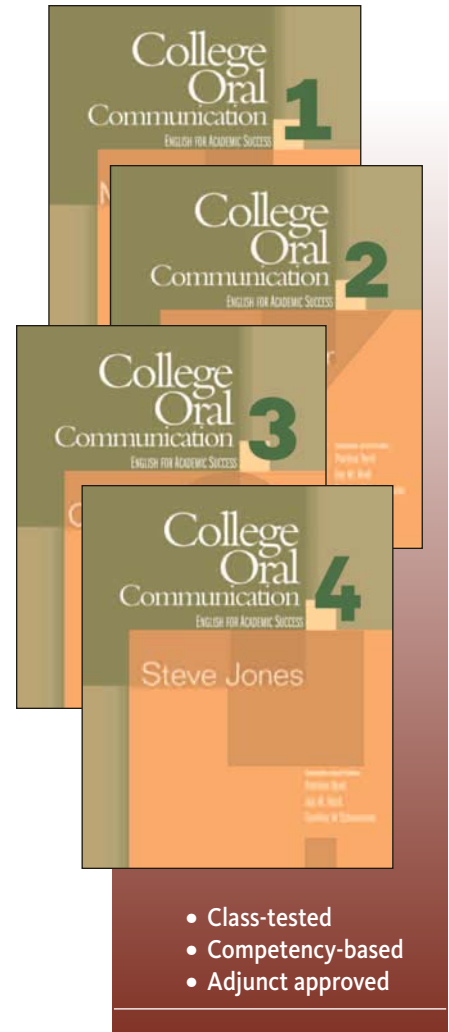
Audio CDs

Online Teaching and Study Centers

See p. 127 for *College Oral Communication*

*ISBN/Price listings*

[elt.heinle.com/collegeoral](http://elt.heinle.com/collegeoral)



- Class-tested
- Competency-based
- Adjunct approved

Other titles in the *English for Academic Success* series include:

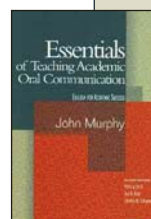
*College Reading 1 – 4*, p. 67

*College Writing 1 – 4*, p. 78

*College Vocabulary 1 – 4*, p. 100

For professional development or in-service training on teaching academic English, see:

*Essentials of Teaching Academic Oral Communication*, p. 121



*A completely updated and revised edition of the best-selling listening series!*

## LISTEN TO ME!

Third Edition

Barbara H. Foley

LEVEL: beginning

## NOW HEAR THIS!

Third Edition

Barbara H. Foley

LEVEL: high-beginning to low-intermediate

Using real-life themes, high-interest narratives, and natural speech, *Listen to Me!* and *Now Hear This!* teach the listening and speaking skills relevant to students' lives.

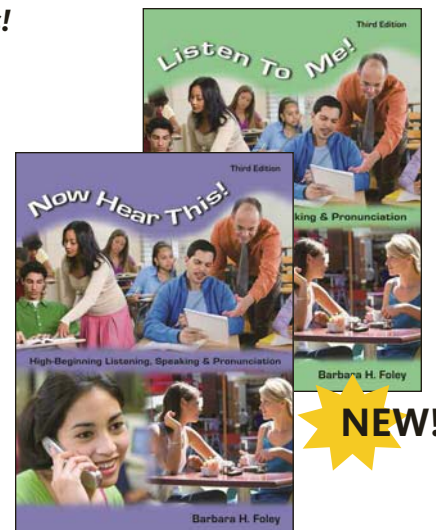
- ▶ **New! New and updated topics** on money, jobs, communication, and families make learning more interesting and relevant.
- ▶ **Listening comprehension and listening discrimination** activities foster better listening strategies.
- ▶ **Integrated pronunciation and grammar exercises** improve students' speaking skills.
- ▶ **Group speaking activities** personalize the language and allow students to use the skills they have learned.

### *Listen to Me!*

- ▶ **New! Examples of natural speech** in the listening exercises expose students to real spoken English.
- ▶ **New! "Listening and Pronunciation Note" boxes** highlight the listening skills being taught and help students maximize their learning.

### *Now Hear This!*

- ▶ **New! "Person on the Street" sections** present short responses from college students and adults exposing students to real spoken English.
- ▶ **New! Note-taking activities** introduce students to a variety of note-taking formats, including writing numbers, completing check lists, and recording reasons or details.



### SERIES COMPONENTS

Student Texts  
Audio CDs  
Video VHS

See p. 138 for *Listen to Me!* ISBN/Price listings

See p. 139 for *Now Hear This!* ISBN/Price listings

[elt.heinle.com/LTMNHT](http://elt.heinle.com/LTMNHT)

*Also of interest!*

### THE HEART OF THE MATTER

Marjorie Vai

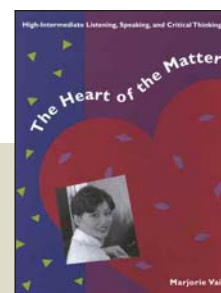
LEVEL: intermediate to high-intermediate

*The Heart of the Matter* introduces students to a variety of speaking genres through authentic interviews, mini-lectures, dialogs, and songs.

### SERIES COMPONENTS

Student Text  
Audio Tapes

See p. 134 for *The Heart of the Matter* ISBN/Price listings



*Listening strategies for success in the classroom, on exams, and in daily life!*

## LISTENING ADVANTAGE 1 – 4

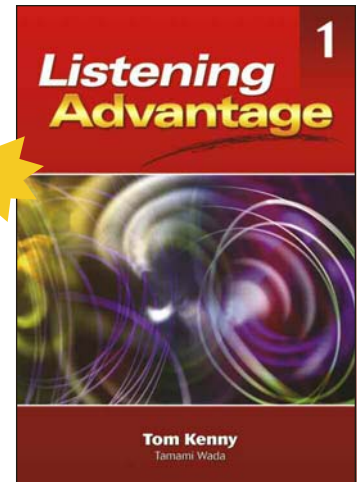
Tom Kenny, Tamami Wada

LEVEL: beginning to intermediate

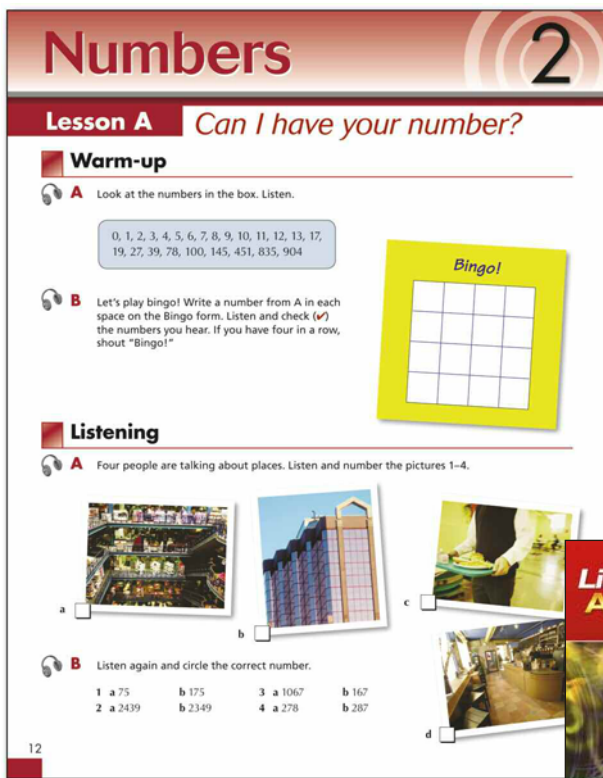
This new four-level, strategies-based course is designed to improve listening skills through the use of activities and topics that are meaningful to students' lives.

- ▶ **Wide range of realistic listening types** includes social conversations, transactional dialogues, broadcasts, and announcements.
- ▶ **Self-study Audio CD** with accompanying exercises provides additional homework/language lab practice.
- ▶ **Regular progress tests** familiarize students with common standardized test formats.
- ▶ **Easy-to-teach unit format** and a clearly written teacher's guide make lesson preparation quick and simple.
- ▶ **"Language Focus" sections** raise students' awareness of key grammatical and functional patterns featured in the main listening passages.
- ▶ **"Pronunciation" and "Conversation Strategy" sections** in every unit help students understand the most important features of spoken English.

**NEW!**



Great for short courses!



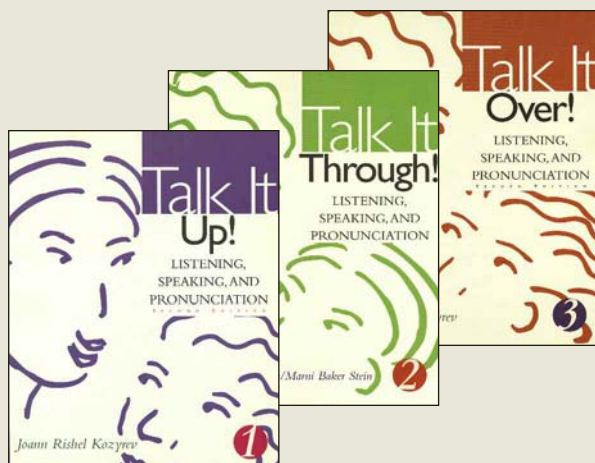
### SERIES COMPONENTS

- Student Texts with Audio CD
- Teacher's Guides
- Classroom Audio (CDs or Tapes)

See p. 138 for Listening Advantage ISBN/Price listings

[elt.heinle.com/listeningadvantage](http://elt.heinle.com/listeningadvantage)





## TALK IT! SERIES 1 – 3

Listening, Speaking, and Pronunciation,  
Second Edition

The Talk It! series helps intermediate through advanced students learn to communicate fluently and accurately by integrating listening, speaking, and pronunciation practice. Themes range from high-interest conversational topics such as talking to a landlord or professor in the lower-level text, to academic themes like unusual science and alternative medicine in the higher-level texts.

- ▶ **The sounds, rhythms, and intonations of English** are taught through pronunciation lessons which hone in on trouble areas for ESL students.
- ▶ **Listening passages in each chapter** include pre- and post-listening activities and feature interviews, radio documentaries, and dialogues in a variety of accents and styles.

### 1. TALK IT UP!, Second Edition

Joann Rishel Kozyrev

LEVEL: intermediate

### 2. TALK IT THROUGH!

Joann Rishel Kozyrev, Marni Baker Stein

LEVEL: high-intermediate

### 3. TALK IT OVER!, Second Edition

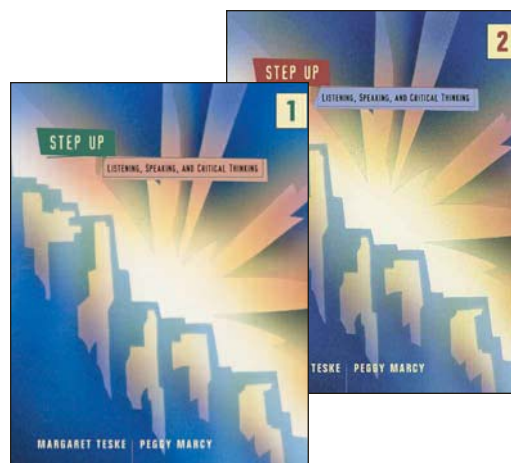
Joann Rishel Kozyrev

LEVEL: advanced

#### SERIES COMPONENTS

Student Texts  
Audio (CDs or Tapes)  
Online Teaching and Study Centers

[elt.heinle.com/talkit](http://elt.heinle.com/talkit)



## STEP UP 1 & 2

Listening, Speaking, and Critical Thinking

Margaret Teske, Peggy Marcy

LEVEL: intermediate to high-intermediate

*Step Up* uses high-interest topics and unique stepped learning objectives to guide students in developing language fluency and confidence.

- ▶ **Speaking Strategies** help students build essential academic skills such as analyzing, synthesizing, and evaluating information.
- ▶ **“Speaking for TOEFL® Success” exercises** help students gain confidence from timed speaking in small groups, then talk individually using computers and headphones.
- ▶ **Extensive opportunities for discussion and debate** get students to apply speaking and listening strategies to practical situations that involve critical thinking.
- ▶ **Unit-end projects** prompt students to synthesize oral communication strategies—inside and outside of the classroom—through surveys, research, and other interactive activities.
- ▶ Additional resources include **online support** for instructors and students and an assessment **Audio CD**.

#### SERIES COMPONENTS

Student Texts  
Audio CDs  
Assessment Audio CD  
Online Teaching and Study Centers

[elt.heinle.com/stepup](http://elt.heinle.com/stepup)



## ALL CLEAR 1 – 3

Listening and Speaking

Helen Kalkstein Fragiadakis

LEVEL: high-beginning to advanced

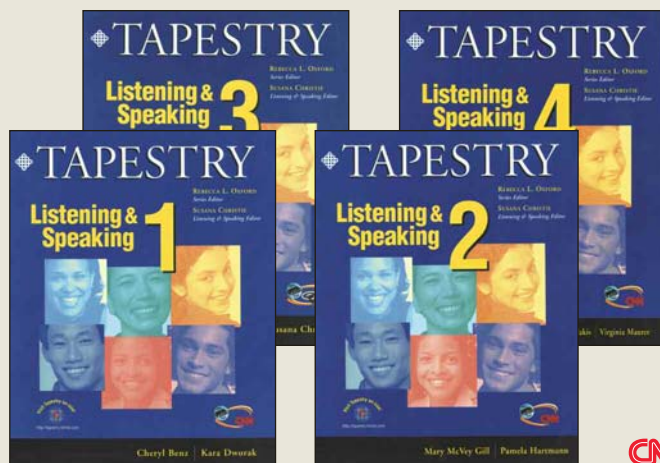
*All Clear* teaches students to recognize and produce the high-frequency idioms, phrases, and contemporary expressions needed in a range of conversational situations. A variety of listening, speaking, and pronunciation activities work with language in realistic contexts, integrating development of all language skills.

- ▶ **Dialogues** set up the lesson theme and serve as springboards for learning idioms and other expressions.
- ▶ **Listening skills** are developed through pre-, while-, and post-listening activities related to each unit's introductory dialogue.
- ▶ **“Your Turn” speaking activities** encourage learners to use the newly acquired idioms and expressions interactively.
- ▶ **Numerous listening and speaking activities** help build fluency through the integration of reading, writing, and grammar skills.
- ▶ Special attention is given to the **grammar related to expressions** in order to help develop fluency and accuracy.
- ▶ For each lesson, there is a **pronunciation section** at the back of the book that uses the language and theme of that lesson to practice specific pronunciation points.

### SERIES COMPONENTS

Student Texts  
 Audio (CDs or Tapes)  
 Assessment CD-ROM with ExamView®

[elt.heinle.com/allclear](http://elt.heinle.com/allclear)



## TAPESTRY LISTENING & SPEAKING 1– 4

Rebecca Oxford, *Series Editor*

Susana Christie, *Listening & Speaking Editor*

Book 1: Cheryl Benz, Kara Dworak

Book 2: Pamela Hartmann, Mary McVey Gill

Book 3: Karen Carlisi, Susana Christie

Book 4: Helen Kalkstein Fragiadakis, Virginia Maurer

LEVEL: high-beginning to advanced

Useful and engaging listening and speaking activities, learning strategies, CNN® videos, and a Web site effectively provide students with the tools they need to be successful, independent learners.

- ▶ **New! Audio available on CD! Authentic listening selections** from news broadcasts, interviews, debates, and more, prepare students for understanding college assignments.
- ▶ **A variety of speaking activities** such as role plays, debates, and presentations provide opportunities to use vocabulary, and language functions.
- ▶ **“Academic Power Strategies,”** such as finding a mentor or forming a study group, give students the knowledge and skills to become successful, independent learners.
- ▶ **“Language Learning Strategies”** help students maximize their listening and speaking skills.
- ▶ **CNN® video clips** expand the topics and further develop listening and speaking skills.

### SERIES COMPONENTS

Student Texts  
 Audio (CDs or Tapes)  
 CNN® Videos (VHS)  
 Instructor's Manuals

[elt.heinle.com/tapestry](http://elt.heinle.com/tapestry)

For a well-integrated curriculum, see *Tapestry Reading*, p. 68 and *Tapestry Writing*, p. 79.



## LISTENING AND NOTETAKING SERIES 1 – 3

This groundbreaking listening and notetaking series includes videotaped lectures that simulate the academic lecture experience.

### 1. INTERMEDIATE LISTENING COMPREHENSION, Third Edition

**Patricia A. Dunkel, Phyllis L. Lim**

**LEVEL:** intermediate

This text is designed to familiarize students with the major rhetorical patterns of formal, spoken English.

### 2. NOTEWORTHY, Third Edition

**Phyllis L. Lim, William Smalzer**

**LEVEL:** high-intermediate to advanced

*Noteworthy* develops students' listening and notetaking skills, provides insights into U.S. life and culture, and builds cross-disciplinary vocabulary.

### 3. ADVANCED LISTENING COMPREHENSION, Third Edition

**Patricia A. Dunkel, Frank Pialorsi**

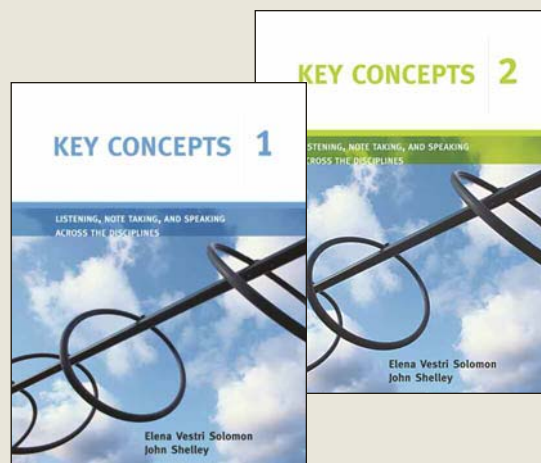
**LEVEL:** advanced

Lectures and readings on topics of universal interest provide stimulating content-based material for developing comprehension, notetaking, and academic study skills.

#### SERIES COMPONENTS

Student Texts  
Audio (CDs or Tapes)  
Videos (DVD or VHS)

[elt.heinle.com/notetaking](http://elt.heinle.com/notetaking)



## KEY CONCEPTS 1 & 2

*Listening, Note Taking, and Speaking Across the Disciplines*

**Elena Vestri Solomon, John Shelley**

**LEVEL:** intermediate to high-intermediate

*Key Concepts* exposes students to the material they will encounter in college—including discipline-based lectures, academic vocabulary, and structured speaking activities. Students gain valuable academic knowledge and essential note-taking skills necessary for success in college.

- ▶ **Content-based lessons** introduce students to key concepts from major academic disciplines such as humanities, communications, biological sciences, social sciences, history, and business.
- ▶ **Vocabulary from the Academic Word List** (twenty words per chapter) is introduced and extensively practiced to ensure mastery of the academic terms most commonly used in higher education.
- ▶ **Listening, note-taking, and group-work activities** provide opportunities for students to practice vital skills needed to achieve at the college level.
- ▶ **Varied listening tasks and formats**, such as short dialogues and university lectures, help students to listen for and understand academic English.

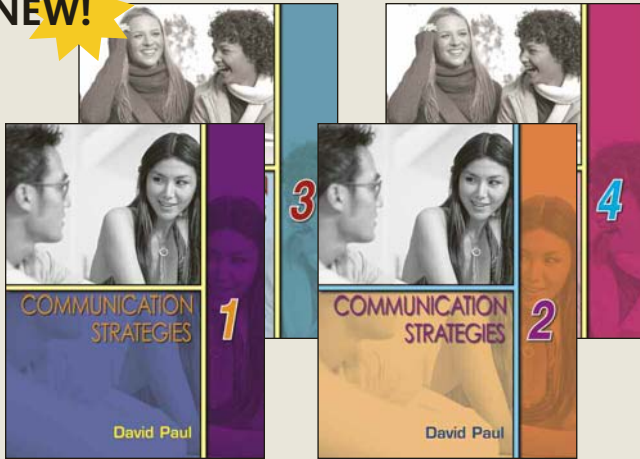
#### SERIES COMPONENTS

Student Texts  
Audio (CDs or Tapes)  
Online Teaching and Study Centers

[elt.heinle.com/keyconcepts](http://elt.heinle.com/keyconcepts)

A perfect complement to *Key Concepts 1 @ 2: Reading and Writing Across the Disciplines*, p. 76.

NEW!



## COMMUNICATION STRATEGIES 1 – 4

Books 1 & 2: **David Paul**

Book 3: **Jun Liu, Tracy Davis, Susanne Rizzo**

Book 4: **Jun Liu, Kathryn Harper**

LEVEL: intermediate to advanced

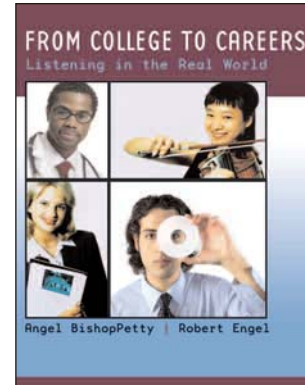
*Communication Strategies* covers the vocabulary, patterns, and collocations that English language learners need to communicate actively.

- ▶ **Communication strategies, vocabulary, and useful expressions** are taught and practiced in pair and small-group activities.
- ▶ **Collocations and language patterns** are integrated together, with an alphabetical listing at the back of the book for reference.
- ▶ All new **language is recycled** thoroughly.
- ▶ **Extra practice material** is provided to the teacher in the “Further Activities” section in each unit.
- ▶ A page for “Consolidation and Recycling” at the end of each unit ensures sufficient **review of language points**.

### SERIES COMPONENTS

Student Texts  
Teacher’s Books  
Audio CD

Practice for the TOEFL®  
speaking section!



## FROM COLLEGE TO CAREERS

Listening in the Real World

**Angel Bishop Petty, Robert Engel**

LEVEL: high-intermediate to advanced

Using authentic and spontaneous speech samples from native English speakers, *From College to Careers* helps students develop the listening comprehension skills to understand natural English in the classroom and the real world.

- ▶ **Audio clips expose students to the challenging aspects of natural speech** such as pauses, hesitations, fillers, false starts, repetition, corrections, repairs, backtracking, non-standard grammar, and varying speech rates.
- ▶ **Pre-listening activities** focus students on using their knowledge and experience to discuss topics related to what they are about to hear.
- ▶ **Vocabulary exercises** encourage students to practice key words, phrases, and expressions that will appear in the audio segment.
- ▶ **Listening comprehension checks** prompt students to listen for main ideas, details, and sequencing.
- ▶ **Guided discussion** helps students improve their critical-thinking skills through relating the recording’s content to current events and cultural perspectives.
- ▶ **Further study activities** require students to complete individual or group research tasks outside of class, such as going to the library or conducting an interview with a native speaker.

### COMPONENTS

Student Text  
Audio CD  
Online Teaching and Study Centers

[elt.heinle.com/collegetocareers](http://elt.heinle.com/collegetocareers)



## LISTEN IN 1 – 3

Second Edition

David Nunan

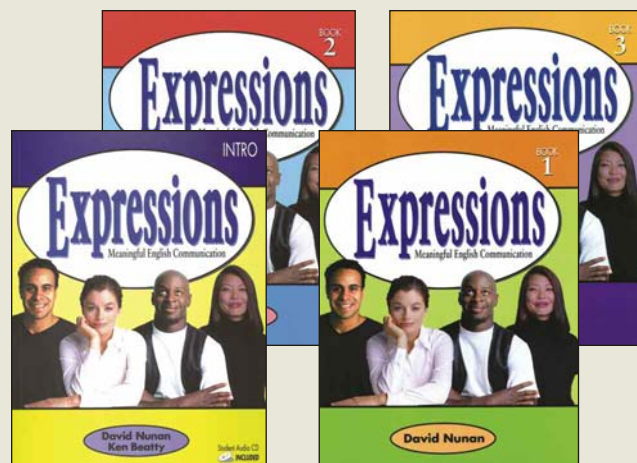
LEVEL: high-beginning to intermediate

High-interest tasks support the development of receptive and productive skills while including critical listening and learning strategies.

- ▶ **Real-life listening practice** uses listening passages based on authentic sources.
- ▶ **Starter Unit provides an overview** of each book's listening skills and strategies.
- ▶ **"In Focus" section** offers opportunity for cultural comparison and personalization in each unit.
- ▶ **Language boxes highlight key expressions** related to each unit's topics and goals.
- ▶ **Student Audio CD is included in every Student Book** for risk-free practice outside the classroom.
- ▶ **ExamView® CD-ROM Assessment Package** allows teachers to customize mid-term and final listening tests.

### SERIES COMPONENTS

Student Texts  
 Teacher's Edition  
 Classroom Audio (CDs or Tapes)  
 Assessment CD-ROMs with ExamView®  
 ELT Advantage: *An Introduction to Task-Based Teaching* by David Nunan, p. 116



## EXPRESSIONS Intro – 3

Meaningful English Communication

David Nunan, Ken Beatty

LEVEL: beginning to intermediate

Using a task-based approach to oral skills development, *Expressions* provides learners with abundant opportunities for communicative and meaningful language practice.

- ▶ Pair and group work provide learners with **plentiful opportunities for practice**.
- ▶ Sequential, complementary tasks **systematically develop language skills** while building learners' confidence.

### SERIES COMPONENTS

Student Texts  
 Workbooks  
 Teacher's Annotated Editions  
 Classroom Audio (CDs or Tapes)  
 Teacher Resource CD Package with ExamView®  
 ELT Advantage: *An Introduction to Task-Based Teaching* by David Nunan, p. 116

[elt.heinle.com/expressions](http://elt.heinle.com/expressions)



## SO TO SPEAK 1 & 2

Integrating Speaking, Listening, and Pronunciation

**Megan Webster, Judy DeFilippo**

**LEVEL: beginning to high-beginning**

*So to Speak* develops students' ability to communicate fluently by integrating listening, speaking, and pronunciation practice.

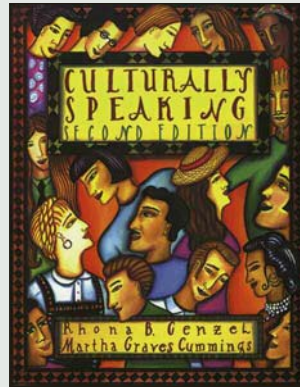
- ▶ The audio program features interesting, accessible topics that provide relevant practice for daily conversations.
- ▶ Communicative approach, featuring cooperative learning strategies and engaging activities such as role-plays and socio-dramas, fosters meaningful conversation.
- ▶ “Language Focus” sections provides ample practice of vocabulary, idioms, and expressions.
- ▶ “Pronunciation Focus” emphasizes suprasegmentals, such as syllable and word stress, to improve intelligibility, and offer practice in challenging high-frequency phonemes.
- ▶ “Listening Focus” addresses strategies for improving listening skills, including gist, main ideas, and inference.

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Student Texts  
Audio (CD or Tape)  
Online Teaching Center

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[elt.heinle.com/sotospeak](http://elt.heinle.com/sotospeak)



## CULTURALLY SPEAKING

Second Edition

**Rhona B. Genzel,  
Martha Graves Cummings**

**LEVEL: intermediate**

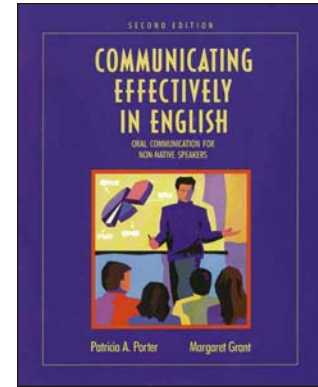
Students learn to speak and act comfortably in a new culture by sharing cultural thoughts, notions and experiences, and comparing these with the behaviors, customs, and everyday situations common to life in North America.

- ▶ Focus on integrated skills and nonverbal communication
- ▶ Common situations: shopping, dating, going to the doctor, participating in social events, and sharing common interests
- ▶ Attention to different language learning styles and techniques
- ▶ Case studies, critical incidents, and topics for discussing cross-cultural issues

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Student Text  
Audio Tape

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## COMMUNICATING EFFECTIVELY IN ENGLISH

Oral Communication for Non-Native Speakers, Second Edition

**Patricia Porter, Margaret Grant**

**LEVEL: high-intermediate to advanced**

This student-centered text presents a highly interactive, experiential format for developing stronger speaking and listening skills in a variety of contexts.

- ▶ Small-group and large-group communication
- ▶ Interview, discussion, and public speaking skills
- ▶ Progression from informative to persuasive speeches
- ▶ Emphasizes the process of developing a speech

---

Student Text  
Instructor's Manual

---

*A lively approach to improving pronunciation and speaking skills!*

## WELL SAID SERIES

### Pronunciation for Clear Communication

Linda Grant

LEVEL: low-intermediate to advanced

The *Well Said* series offers a lively communicative approach to building and improving pronunciation and speaking skills through strategies development and abundant confidence-building activities.

- ▶ **Focus on the high priority features** of stress, rhythm, and intonation helps students improve overall speech intelligibility.
- ▶ **Emphasis on pair and small group activities** help students practice their pronunciation and listening skills in motivating, interactive settings.
- ▶ **Different formats** such as poems, speeches, and text messages offer varying cultural points while providing contextualized pronunciation practice.
- ▶ **Learner-centered activities** progress from controlled practice to relevant, natural communicative contexts.
- ▶ **A comprehensive audio program** exposes students to different accents, yet provides a clear North American English model for speaking practices such as read-alongs.
- ▶ **“You Choose!” boxes** that suggest where to effectively integrate consonant and vowel supplements into the chapters according to class or individual needs.

#### What's NEW in the third edition of *Well Said*?

- ▶ **TOEFL® iBT exercises** link pronunciation practice to specific Speaking Tasks on the TOEFL® iBT.
- ▶ **Updated authentic** speech samples, readings, questionnaires, surveys, and interviews provide students with practical situations, helping them take their studies beyond the classroom to interact with native speakers.
- ▶ **Corpus-informed exercises** allow students to practice the features of speech in natural, high frequency chunks.

#### *Well Said Intro* also includes:

- ▶ **“Practice” and “Helpful Hints” sections** include visual, auditory, and kinesthetic approaches for reinforcing learning and building self-monitoring skills.

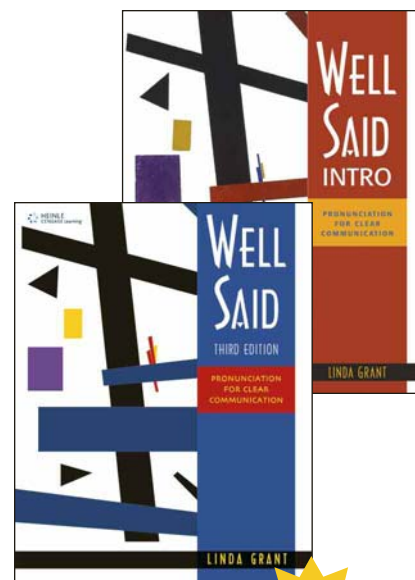
#### *What your colleagues say about the third edition:*

*“This is what pronunciation teachers dream of: to have a text to use that doesn't need supplementation. I think Well Said is really ahead of the game in this regard.”*

Anne Delaney  
University of California, San Diego  
La Jolla, CA

*“The exercises in Well Said bring student problems to the forefront, whether I notice a problem a student is having or a student bursts out with “I didn't know that! I always said it this way.” When I'm using Well Said, I get a significant number of moments during the semester when a student's light bulb comes on!”*

Steven M. Cunningham  
Valencia Community College  
Kissimmee, FL



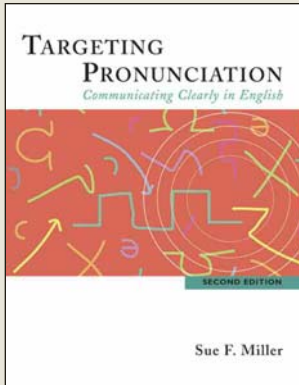
**NEW!**  
Third Edition

#### SERIES COMPONENTS

Student Texts  
Audio (CDs & Tapes)  
Instructor's Manuals

See p. 143 for Well Said series ISBN/Price listings

[elt.heinle.com/wellsaid](http://elt.heinle.com/wellsaid)



## TARGETING PRONUNCIATION

Communicating Clearly in English, Second Edition

Sue F. Miller

LEVEL: intermediate to advanced

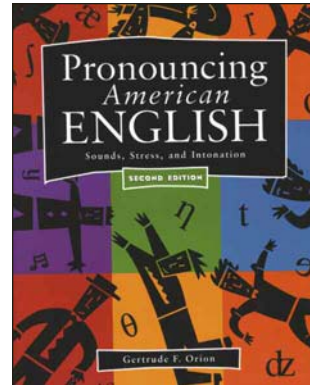
*Targeting Pronunciation* uses an interactive approach and clear explanations to help students communicate effectively in English. The second edition includes increased coverage of consonants and vowels, enhanced Web activities, additional authentic speech samples, and indexes by chapter and activity type for easy reference.

- ▶ **Diagnostic package** is helpful for evaluating individual speech needs, setting priorities, and providing student feedback.
- ▶ **Self-quizzes at the end of each chapter** reinforce students' understanding of chapter material.
- ▶ **An improved chapter organization** makes it easier for instructors to teach pronunciation in a progressive, logical sequence.
- ▶ **A variety of listening and speaking exercises** increase student confidence in mastering English speech rhythm and intonation and feature role plays, songs, poetry, and chants that make pronunciation fun to learn.
- ▶ **"Talk Times" communicative activities**—planned in the classroom and executed outside the class—facilitate the transfer of pronunciation targets to real-life situations.

### COMPONENTS

Student Text  
Audio (CDs or Tapes)  
Online Teaching and Study Centers

[elt.heinle.com/targetingpron](http://elt.heinle.com/targetingpron)



## PRONOUNCING AMERICAN ENGLISH

Sounds, Stress, and Intonation, Second Edition

Gertrude F. Orion

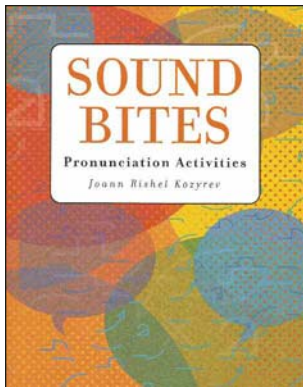
LEVEL: intermediate to advanced

This second edition provides extensive activities to help college-bound students develop clear speech and appropriate intonation.

- ▶ Vowels, consonants, stress, and intonation
- ▶ Recognition and production activities
- ▶ Paired communicative practice
- ▶ Sounds in isolation, sentences, dialogues, and rhymes
- ▶ Text/Tape Package: text and all listenings on 8 audio tapes
- ▶ **New!** Audio now available on CD

### COMPONENTS

Student Text  
Answer Key/Instructor's Manual  
Audio (CDs or Tapes)



## SOUND BITES

Pronunciation Activities

Joann Rishel Kozyrev

LEVEL: high-beginning to low-intermediate

*Sound Bites* provides balanced listening and speaking practice with guided exercises to help students from all language backgrounds improve their pronunciation.

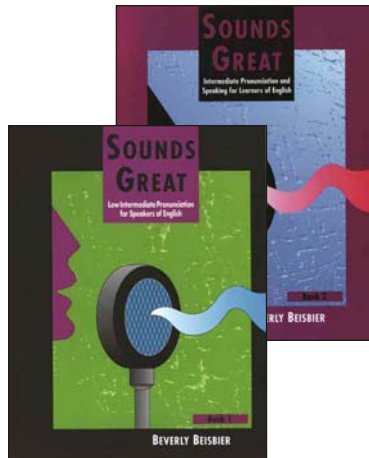
- ▶ Coverage centers on intonation—the rhythm of English—as well as vowel and consonant sounds that can confuse ESL students.
- ▶ Forty-five “bite-sized,” easy-to-follow chapters allow instructors the flexibility to assign different chapters based on specific student and course needs.
- ▶ Suprasegmental pronunciation points target the elements of speech that will help students be understood.
- ▶ An online diagnostic tool helps instructors select the portions of the book that students need most.

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Student Text  
Audio CD  
Online Study Center

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[elt.heinle.com/soundbites](http://elt.heinle.com/soundbites)



## SOUNDS GREAT 1 & 2

Pronunciation for Speakers of English

Beverly Beisbier

LEVEL: low-intermediate to intermediate

This text teaches learners to discover, recognize, and use American English word stress, sentence stress, intonation patterns, and high-frequency vowels and consonants.

- ▶ Unit progression from controlled practice to communicative activities
- ▶ Individual, pair, and group work

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Student Texts  
Audio (Tapes)  
Instructor's Manual

---

### ADDITIONAL LISTENING, SPEAKING & PRONUNCIATION TITLES

#### GETTING TOGETHER An ESL Conversation Book

Susan Stempleski, Alison Rice,  
Julia Falsetti

LEVEL: intermediate

#### LET'S START TALKING CAN'T STOP TALKING, 2/e THE NON-STOP DISCUSSION WORKBOOK, 2/e

George M. Rooks

LEVEL: high-beginning to advanced

#### LISTEN, SPEAK, PRESENT A Step-by-Step Presenter's Workbook

Martha Graves Cummings

LEVEL: advanced

#### SAY IT NATURALLY 1 & 2 Verbal Strategies for Authentic Communication, 2/e

Allie Patricia Wall

LEVEL: high-beginning to advanced

#### SPEAK UP 1 & 2, 2/e

Cheryl Pavlik,  
Anna Stumpfhauser de Hernandez

LEVEL: beginning to high-beginning

## LEVEL GUIDE

	PAGE NUMBER	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
<b>IDIOMS</b>							
Academic Spelling Power	102		•				
Academic Word Power: 1, 2, 3, 4	101			1,2	3,4		
Against All Odds	101				•	•	
All Clear: 1, 2, 3	91	1	1	2	2	3	
Big Picture, The	101				•		
<b>VOCABULARY</b>							
American Business Vocabulary	114			•			
American Vocabulary Program: 1, 2, 3	102		1	2	3		
College Vocabulary: 1, 2, 3, 4	100		1	2	3,4	4	
Developing Vocabulary Skills, 2/e	102					•	
Essential Academic Vocabulary	102				•	•	
Practice: Vocabulary	102			•	•	•	
Walk, Amble, Stroll: 1, 2	101	1	2	2			
<b>DICTIONARIES</b>							
Collins COBUILD Advanced Dictionary of American English	34						•
Collins COBUILD Intermediate Dictionary of American English <b>NEW!</b>	33		•	•	•		
Collins COBUILD School Dictionary of American English <b>NEW!</b>	32		•	•	•		
Collins COBUILD English/Español Glossary <b>NEW!</b>	35		•	•	•		
Heinle Picture Dictionary, The	28	•	•	•			
Heinle's Basic Newbury House Dictionary, 2/e	36	•	•	•			
Heinle's Newbury House Dictionary with Integrated Thesaurus, 4/e	36		•	•	•		

*Prepares students for the rigorous demands of college-level courses!*

## COLLEGE VOCABULARY 1 – 4

Patricia Byrd, Joy M. Reid, Cynthia Schuemann, *Series Editors*

Book 1: **Julie Howard**

Book 2: **Chaudron Gille**

Book 3: **Keith S. Folse, Marcella Farina**

Book 4: **John D. Bunting**

LEVEL: low-intermediate to advanced

*College Vocabulary*, part of the *English for Academic Success* series, helps students develop the ability to understand and use the most common words in academic texts, as chosen from the Academic Word List. Use alone in a vocabulary class or as supplements in reading, writing, or oral communication classes.

- ▶ Vocabulary is presented and practiced within contexts that represent **real usage**.
- ▶ **Varied, sequenced exercises** ensure that students use new words frequently.
- ▶ **Review sections** provide practice with the targeted vocabulary.
- ▶ Extensive **online instructor and student support**.
- ▶ Extensive **online instructor and student support**.

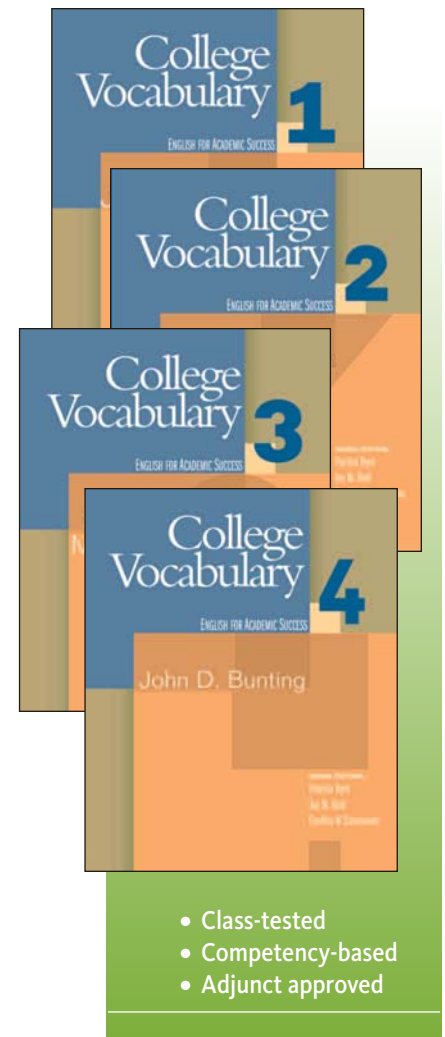
### SERIES COMPONENTS

Student Texts

Online Teaching and Study Centers

See p. 128 for College Vocabulary ISBN/Price listings

[elt.heinle.com/collegevocab](http://elt.heinle.com/collegevocab)



Other titles in the *English for Academic Success* series include:

*College Reading 1 – 4*, p. 67

*College Writing 1 – 4*, p. 78

*College Oral Communication 1 – 4*, p. 87



For professional development or in-service training on teaching academic English, see:

*Essentials of Teaching Academic Vocabulary*, p. 121

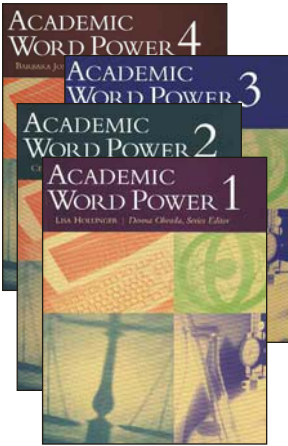
### Build vocabulary through reading!

Use the Reading and Vocabulary Development series and help your students increase their active vocabulary.

- Book 1: from 300 to 800 words
- Book 2: from 800 to 1,300 words
- Book 3: from 1,300 to 2,000 words
- Book 4: from 2,000 to 2,500 words

For more information on this best-selling series, see p. 65.





## ACADEMIC WORD POWER 1 – 4

Donna Obenda, *Series Editor*

- Book 1: **Lisa Hollinger**
- Book 2: **Celia Thompson**
- Book 3: **Pat Bull**
- Book 4: **Barbara Jones**

**LEVEL: intermediate to high-intermediate**

Each book in *Academic Word Power* 1 – 4 focuses on 140 word families from the Academic Word List, ensuring students learn the

vocabulary they need most for success in college-level courses.

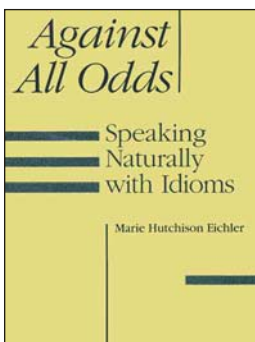
- ▶ Contextualized vocabulary in every lesson begins with a reading that includes all of the focus words followed by vocabulary development, practice, and strategies for learning academic vocabulary.
- ▶ Interactive speaking activities link focus words with past experience and knowledge to aid retention.

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Student Texts

Online Teaching and Study Centers

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## AGAINST ALL ODDS

Speaking Naturally with Idioms

Marie Hutchison Eichler

**LEVEL: high-intermediate to advanced**

*Against All Odds* uses semantic groupings of idioms and interactive activities to help students develop their abilities to speak and understand authentic English.

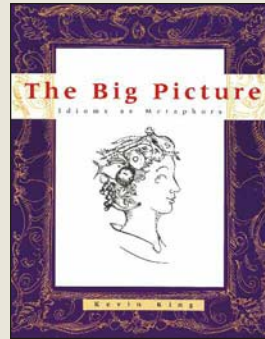
- ▶ Idioms in everyday communicative contexts
- ▶ Ample role-plays, problem solving, and discussions based on detailed situations
- ▶ Pre-listening and listening exercises
- ▶ Organized by semantic groupings

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Student Text

Audio Tapes

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## THE BIG PICTURE

Idioms as Metaphors

Kevin King

**LEVEL: high-intermediate**

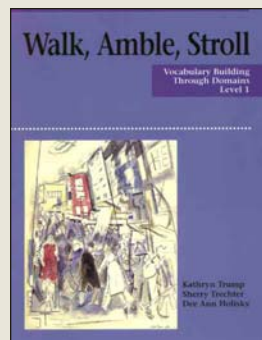
*The Big Picture* introduces students to high-frequency idioms—ones often used in the professional world—using metaphors as an organizing principle. Creative illustrations help students retain and recall the idioms as they are covered.

- ▶ Over 200 idioms are categorized into eight units: Ideas, Knowledge, Argument, Emotion, Money, Control, People, and Life.
- ▶ “Picture It!” sections contain a literal illustration and a metaphorical example sentence that focuses students’ attention on the meaning of the idiom.
- ▶ “Understanding and Using Idioms” presents idioms in relevant context, including simulated lectures and expansion exercises on academic subjects, such as science and the humanities.
- ▶ A progression of activities, from controlled to more open-ended, checks comprehension, promotes conversation, and provides students with relevant practice.
- ▶ “Personalized Conversation” questions and guided pair activities in “Creative Conversations” stimulate discussion among students, and encourage the active use of the idioms presented.

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Student Text

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## WALK, AMBLE, STROLL 1 & 2

Vocabulary Building Through Domains

Dee Ann Holisky, Kathy Trump, Sherry Trechter

**LEVEL: high-beginning to intermediate**

*Walk, Amble, Stroll* teaches students vocabulary and vocabulary learning strategies through the use of semantic fields or domains.

- ▶ Teaches a meaning system to help students acquire new words
- ▶ Includes strategies for continued learning
- ▶ Review units in Instructor’s Manual for further consolidation and practice

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Student Texts

Instructor’s Manual/Answer Key

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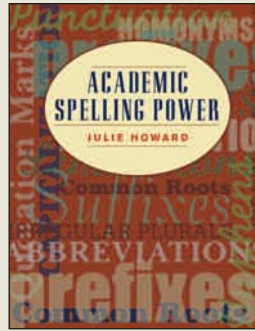
## ACADEMIC SPELLING POWER

Julie Howard

LEVEL: low-intermediate

*Academic Spelling Power* presents effective, life-long strategies to help students improve their spelling.

- ▶ Comprehensive coverage—from everyday spelling rules and errors to common suffixes, prefixes, and roots—prepares students for success in a range of academic disciplines and in the workplace.
- ▶ A variety of exercises provide ample opportunities for practice.
- ▶ End-of-chapter tests help monitor progress.
- ▶ Versatile, easy-to-use guide is ideal for classroom use or independent study.



Student Text

[elt.heinle.com/spellingpower](http://elt.heinle.com/spellingpower)

## DEVELOPING VOCABULARY SKILLS

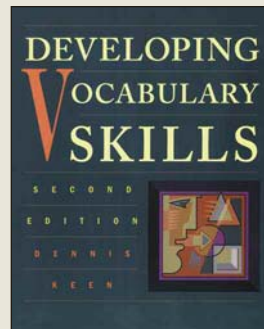
Second Edition

Dennis Keen

LEVEL: advanced

This vocabulary text teaches students to analyze, understand, and remember vocabulary by developing word attack strategies.

- ▶ Readings, collaborative exercises, and contextualized activities present vocabulary.
- ▶ Suffixes, prefixes, and roots are grouped into manageable units according to meaning.
- ▶ Contextual exercises demonstrate language in use.



Student Text

Answer Key/Instructor's Manual

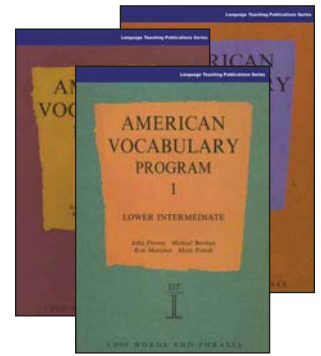
## AMERICAN VOCABULARY PROGRAM 1 – 3

John Flower, Michael Berman, Ron Martínez, Mark Powell

LEVEL: low-intermediate to high-intermediate

The *American Vocabulary Program* provides essential vocabulary practice of all types of lexical items: words, word partnerships, and fixed expressions.

- ▶ Over 1,000 words and phrases are taught at each level.
- ▶ Vocabulary learning is systematic, efficient, and fun.
- ▶ The series is ideal for classroom use or self-study.
- ▶ Exercises cover a comprehensive selection of subject and language.



Student Texts

## ESSENTIAL ACADEMIC VOCABULARY

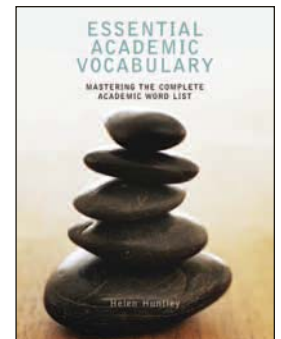
Mastering the Complete Academic Word List

Helen Huntley

LEVEL: high-intermediate to advanced

*Essential Academic Vocabulary* prepares students for academic success by helping them preview, learn, and practice vocabulary from the Academic Word List in context.

- ▶ New vocabulary and word forms are introduced and contextualized through readings chosen from actual college textbooks.
- ▶ Exercises and activities give students ample practice using academic vocabulary in college writing and speaking.



Student Text

Online Teaching and Study Centers

[elt.heinle.com/essentialvocab](http://elt.heinle.com/essentialvocab)

### ADDITIONAL VOCABULARY TITLES

#### PRACTICE: VOCABULARY

Milada Broukal

LEVEL: intermediate to advanced

## LEVEL GUIDE

	PAGE NUMBER	HIGH-BEGINNING	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
<b>TEST PREPARATION</b>					
Complete Guide to the TOEFL® Test: iBT Edition, The	105		•	•	•
Complete Guide to the TOEIC® Test, 3/e	106		•	•	•
Heinle TOEFL® Test Assistant series, The	106		•	•	•
IELTS express: Intermediate, Upper-Intermediate	107		I	UI	
IELTS Practice Tests	107		•	•	•
Introductory Guide to the TOEIC® Test	106	•	•		
Online Tutorial for the TOEFL® iBT <b>NEW!</b>	104		•	•	•
<b>COLLEGE PREPARATION</b>					
Bridge to College Success	108				•
Linkages	108			•	

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Prepare for the TOEFL® iBT—online!



## ONLINE TUTORIAL FOR THE TOEFL® iBT

LEVEL: intermediate to advanced

Online Tutorial for the TOEFL® iBT combines innovative technology with a unique learning pedagogy to prepare students for TOEFL® exam success.

Features of the Online Tutorial for the TOEFL® iBT include:

- ▶ An electronic diagnostic test individually assesses each student and creates a **customized learning path** that allows them to focus their study.
- ▶ The tutorial includes over 10 hours of study for all four parts of the TOEFL® exam—**reading, listening, speaking, and writing**.
- ▶ **Speaking practice** identifies errors in pronunciation, fluency, word stress, and linkage, providing immediate feedback using Carnegie Speech technology—a leader in speech recognition technology. (www.carnegiespeech.com)
- ▶ Students receive **immediate automated essay scoring**, through Vantage IntelliMetric technology. (www.vantagelearning.com/school/products/intellimetric)
- ▶ Students independently identify areas needing improvement through **self-assessment activities** in each section.
- ▶ **Two practice tests** that simulate versions of the TOEFL® exam follow the preparation for each section of the exam.
- ▶ Available in **three configurations**: Complete, Speaking Only, and Practice Tests Only.



Analyzes student speech using advanced **speech recognition technology**



Simulates TOEFL® iBT test-taking experience



Practice exercises based on each students' **Customized Learning Plan**



Online Tutorial for the TOEFL® iBT is designed to complement Bruce Rodgers best selling textbook, *The Complete Guide to the TOEFL® Test, iBT Edition*. See p. 105 for more information.

Online Tutorial for the TOEFL® iBT is powered by...



About MyELT

MyELT is an Internet-based learning management system designed just for English language teachers and students. Instructors use MyELT to assign Heinle online learning content, track student grades, create student progress reports, and more. Students use MyELT to complete the online activities, monitor their own learning progress, and review as necessary.



Improving Spoken English

About Carnegie Speech

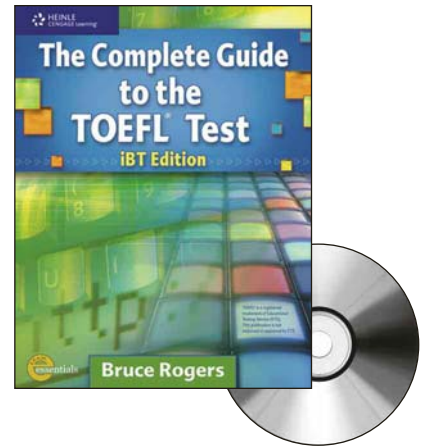
Carnegie Speech is the premier developer and provider of software for assessing and teaching spoken language skills. To address the challenges of spoken language assessment and training, Carnegie Speech uses automatic speech recognition and advanced artificial intelligence techniques to pinpoint exactly where an error is being made in sound, grammar, rhythm, or pitch.



Vantage Learning's Intellemetric™ Within

About Vantage Learning

Vantage Learning's IntelliMetric® automated essay scoring system is considered by industry experts to be the “gold-standard” in automated essay scoring. Used for both low and high stakes assessment environments, IntelliMetric® administers and scores responses to constructed response and open-ended essay questions using advanced artificial intelligence technology.



THE COMPLETE GUIDE TO THE TOEFL® TEST

iBT Edition

Bruce Rogers

LEVEL: intermediate to advanced

Written by trusted test preparation author Bruce Rogers, *The Complete Guide to the TOEFL® Test, iBT Edition* offers instruction and practice that closely mirrors the actual TOEFL® test. This text will help students master the skills necessary to achieve the best possible score on the TOEFL® iBT, preparing them to succeed in an academic environment.

- ▶ The text provides **test-taking strategies** at the beginning of each section, **extensive practice** with all exercise types found on the TOEFL® iBT, a **separate section on essay writing**, additional exercises addressing the most common errors made on the TOEFL® test, and **two full practice tests**.
- ▶ **Practice for the new Speaking section** of the TOEFL® test provides oral prompts as well as actual examples of test-takers completing this part of the exam.
- ▶ **An interactive CD-ROM provides electronic practice** through a tutorial, practice with all exercise types found on the TOEFL® iBT, a test bank of TOEFL®-type questions, and **two complete TOEFL® tests**.
- ▶ The **Audio Program** on CD or tape provides all the listening material for the text.

COMPONENTS

- Student Text/CD-ROM Package
- Answer Key/Audioscript
- Audio (CDs or Tapes)
- Interactive CD-ROM

[elt.heinle.com/toefl](http://elt.heinle.com/toefl)



## THE HEINLE TOEFL® TEST ASSISTANT SERIES

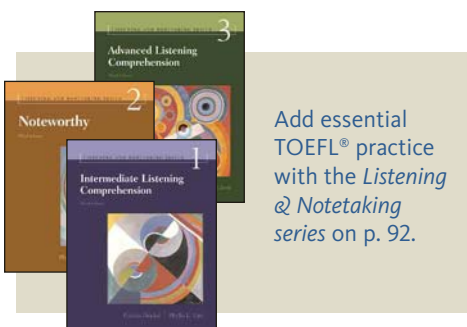
Milada Broukal, Kathleen Flynn

LEVEL: intermediate to advanced

Prepares students for specific sections of the TOEFL® and other standardized tests.

### THE HEINLE TOEFL® TEST ASSISTANT SERIES:

- Grammar Text
- Listening Text (Audio Tapes available)
- Reading Text
- Test of Written English Text
- Vocabulary Text



Add essential TOEFL® practice with the *Listening @ Notetaking* series on p. 92.



## INTRODUCTORY GUIDE TO THE TOEIC® TEST

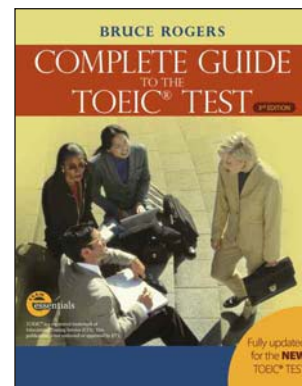
Bruce Rogers

LEVEL: high-beginning to intermediate

The *Introductory Guide to the TOEIC® Test* complements the *Complete Guide to the TOEIC® Test*, but was designed for less advanced students. Use both books together for a two-level preparation course or use the *Introductory Guide to the TOEIC® Test* alone for a short course option.

- ▶ Seven “Preview Tests,” seven “Review Tests,” and over 50 “Skill-Building Exercises” provide ample instructional and practice opportunities.
- ▶ Two “Complete Practice Tests” simulate actual tests in terms of format, content, and level of difficulty.
- ▶ Explanations of grammar and other testing points are clear and simple, appropriate for students at this lower level.
- ▶ Exercise items have the same feel as TOEIC® test items but are easier for students at this level to answer correctly.
- ▶ A master vocabulary list at the back of the book provides students with many high frequency TOEIC® vocabulary items.
- ▶ Answer Keys are available for all the exercises and tests.

Student Text  
Audio (CDs or Tapes)  
Answer Key



## COMPLETE GUIDE TO THE TOEIC® TEST

Third Edition

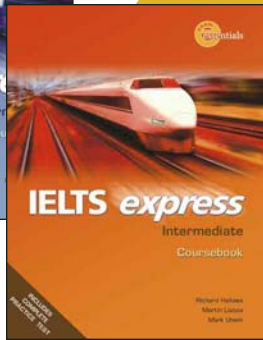
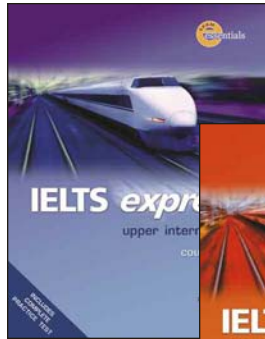
Bruce Rogers

LEVEL: intermediate to advanced

This fully revised edition of the *Complete Guide to the TOEIC® Test* reflects every aspect of the test. It provides learners with a clearly organized, step-by-step program for maximizing their test scores and remains the most complete and up-to-date guide to the TOEIC® test available.

- ▶ Each lesson covers the seven parts of the new TOEIC® test.
- ▶ “Listening Comprehension” and “Reading” sections reflect the updates in the new test.
- ▶ A Q&A section provides background information on the test, plus a clear outline of the new test format.
- ▶ “Eight Keys to Higher Scores” suggests preparation tactics, and give overall strategies for taking the TOEIC® Test.
- ▶ An Audio Script and Answer Key booklet contains scripts for the listening material and answer keys for all the exercises and tests.
- ▶ Two complete Practice Tests simulate actual tests in format, content, and difficulty.

Student Text  
Audio (CDs or Tapes)  
Audio Script and Answer Key



Suitable for both short and long courses!



## IELTS EXPRESS SERIES

Richard Hallows, Martin Lisboa, Mark Unwin

LEVEL: intermediate to upper-intermediate

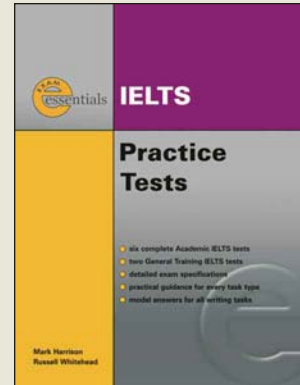
*IELTS express* is a two-level preparation course that uses IELTS®-type tasks, with practice activities, to provide students with the skills, language, and confidence needed for exam success.

- ▶ **Eight topic-based units** cover common IELTS® themes.
- ▶ **“In The Exam” sections** give detailed information on each part of the exam.
- ▶ **“For This Task” sections** explain IELTS® exam task types and give strategies for tackling them.
- ▶ **“Express Tips” sections** highlight practical suggestions for taking the exam.
- ▶ **Recorded speaking models** help learners prepare for the exam interview.
- ▶ **A review of essential words and phrases** primes learners for IELTS® writing tasks.
- ▶ Each level includes **preparation material for the General Training writing paper.**
- ▶ Complete **practice tests** for the IELTS® exam as well as the General Training exam appear at the back of the coursebook.
- ▶ **Video/DVD for each level** offers an hour of interviews modeling the IELTS® speaking module as well as advice for learners preparing for that module.

### SERIES COMPONENTS

- Student Texts
- Audio (CDs or Tapes)
- Workbooks
- Workbook Audio (CDs or Tapes)
- Teacher’s Books
- Videos (DVD or VHS)

[elt.heinle.com/ieltsexpress](http://elt.heinle.com/ieltsexpress)



## IELTS PRACTICE TESTS

Mark Harrison, Russell Whitehead

LEVEL: intermediate to advanced

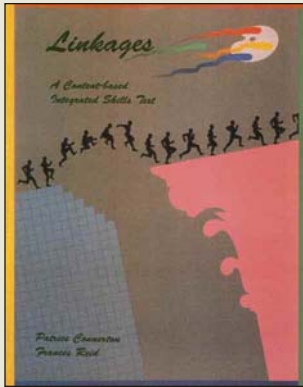
*IELTS Practice Tests* covers all four modules of the IELTS® exam: *Listening, Reading, Writing, and Speaking*. It also includes a complete array of support for both students and teachers.

- ▶ **“Task Guide” and “Step-by-Step Guide” sections** for Tests 1 and 2, with detailed information on each task type, important dos and don’ts, and mini-exercises
- ▶ **Complete General Training module**, covering both reading and writing components
- ▶ **Answer keys, model answers, notes** explaining each answer, and explanations of the assessment criteria
- ▶ **Assessment with ExamView® CD-ROM** with ready-made question banks that can be used to create customized tests
- ▶ Ideal for classroom use or self-study

### SERIES COMPONENTS

- Student Text with Answer Key
- Student Text without Answer Key
- Audio (CDs or Tapes)
- Assessment CD-ROM with ExamView®

College Preparation



## LINKAGES

A Content-Based Integrated Skills Program

Patrice Connerton, Frances Reid

LEVEL: high-intermediate

*Linkages* is a content-based, integrated skills text that bridges the gap between language learning and the acquisition of academic knowledge.

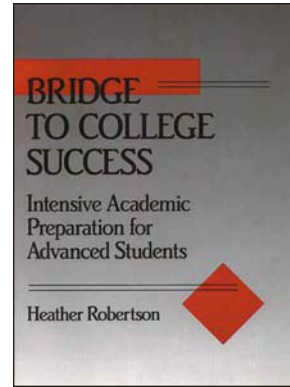
- ▶ **Content-based readings** in business, U.S. history, sociology, and literature
- ▶ **Thematic organization** that allows for recycling of vocabulary, syntax, and discourse style
- ▶ **Authentic readings** that are carefully adapted
- ▶ **Cognitive skills:** analysis, classification, evaluation, and reaction

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### COMPONENTS

Student Text  
 Instructor's Manual/Tapescript  
 Audio (Tapes)  
 Video (VHS)

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## BRIDGE TO COLLEGE SUCCESS

Intensive Academic Preparation for Advanced Students

Heather Robertson

LEVEL: advanced

*Bridge to College Success* challenges students to complete authentic academic assignments in the context of content-based instruction in the U.S. social and educational systems.

- ▶ Authentic full-chapter **reading selections focusing on introductory college subjects**
- ▶ **Vocabulary development, test-taking, and study skills** that prepare students for college
- ▶ **Strategy-based**
- ▶ Questions for analysis **encourage independent thinking**

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### COMPONENTS

Student Text  
 Audio (Tapes)  
 Video (VHS)

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## LEVEL GUIDE

	PAGE NUMBER	BEGINNING	HIGH-BEGINNING	LOW-INTERMEDIATE	INTERMEDIATE	HIGH-INTERMEDIATE	ADVANCED
American Business Vocabulary	114				•		
Best Practice: Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate	112	Elem	Elem	P-Int	Int	U-Int	
Business Concepts for English Practice, 2/e	114					•	•
Business Language Practice	114				•	•	
Financial English	114				•	•	
Language of Meetings, The	113				•	•	
Management and Marketing	114				•	•	•
New Business Matters	112					•	
Presenting in English	113				•	•	
Professional English series							
English for Professional Success	110				•		
English for Health Sciences	110				•		
English for Business	110				•		
English for the Humanities	110				•		
English for Science and Engineering	110				•		
Working Week, The	113				•		

*A new approach in ESP instruction!*

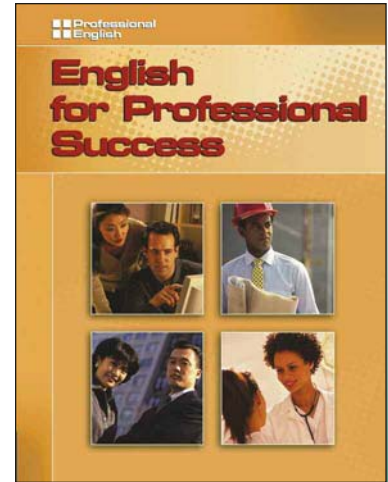
# PROFESSIONAL ENGLISH SERIES

Kristin L. Johannsen, Martin Milner, Josephine O'Brien, Hector Sanchez, Ivor Williams

LEVEL: intermediate

The five-volume *Professional English* series is designed for both pre-work students and those already working. Teachers and learners will find a variety of practice opportunities in problem solving, critical thinking, and professional communication.

- ▶ **An integrated four-skills** approach breaks with the traditional practice of reading/vocabulary ESP instruction.
- ▶ **Two-page lessons** provide a variety of interesting work situations.
- ▶ **Grammar Reference** allows for review and self-study of the essential grammar required at the intermediate level.
- ▶ **An international English Audio Program** with a variety of American, British, and non-native accents develops the listening skills required by today's global community.
- ▶ **A comprehensive Teacher's Resource Book** includes photocopiable tests, teaching notes, answer keys, and photocopiable activities to extend reading, writing, communication, and grammar skills.

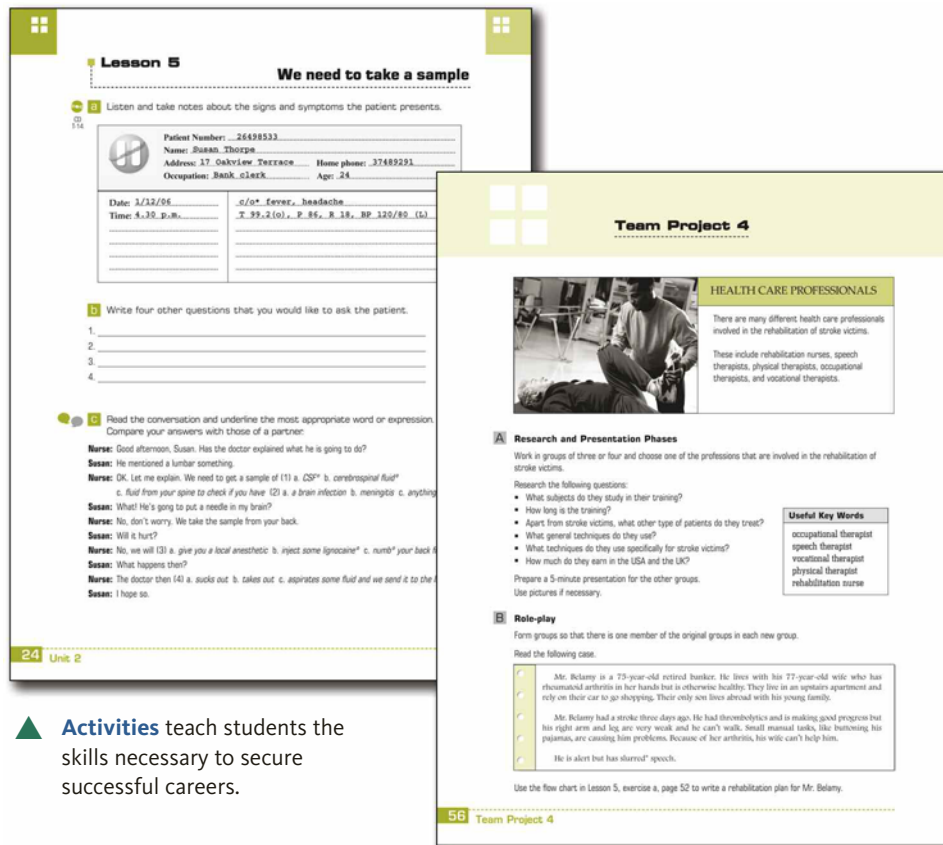


Perfect for professional development and corporate communications!

## SERIES COMPONENTS

Student Texts with Audio CD  
Teacher's Resource Books

See p. 139 for Professional English series ISBN/Price listings



▶ **Activities** teach students the skills necessary to secure successful careers.

◀ **Team projects** simulate scenarios students will encounter on the job.

(Sample pages from *English for Health Sciences*)

# Professional English

## ENGLISH FOR PROFESSIONAL SUCCESS

*English for Professional Success* is especially designed for university students who want to use their English for international communication in professional contexts like:

- ▶ Professional development
- ▶ Job-hunting
- ▶ Relocating
- ▶ On-the-job skills
- ▶ The language of the workplace

## ENGLISH FOR HEALTH SCIENCES

*English for Health Sciences* is written for university students who want to use their English for international communication in Health Science fields. Health Science majors can practice English language skills in the following job-related scenarios:

- ▶ Diagnosing
- ▶ Patient treatment
- ▶ Critical patient care
- ▶ Rehabilitation and long-term treatment
- ▶ Patient referrals

## ENGLISH FOR BUSINESS

*English for Business* provides students with the language and life skills necessary to pursue business-related career goals. Through language practice based in real-world situations, this integrated skills approach builds confidence and motivates students towards successful careers with lessons focusing on the following topics:

- ▶ Job-hunting
- ▶ Creating a resume
- ▶ Interview techniques
- ▶ The language of sales, marketing, and finance
- ▶ Corporate culture

## ENGLISH FOR THE HUMANITIES

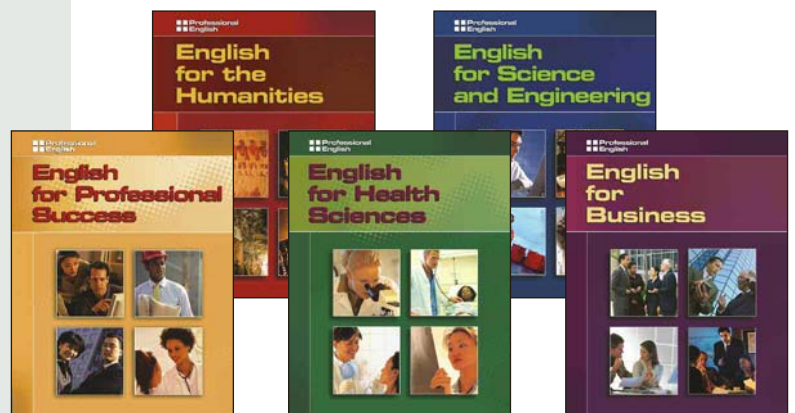
*English for Humanities* is an integrated skills book designed to provide 40 hours of teaching and practice material for university students specializing in a liberal arts program or studying for a degree in the social sciences. Students can practice English language skills in these areas:

- ▶ Philosophy
- ▶ Language
- ▶ Art
- ▶ History
- ▶ Social Science

## ENGLISH FOR SCIENCE AND ENGINEERING

*English for Science and Engineering* is an integrated skills book designed to provide 40 hours of teaching and practice material for university students and professionals specializing or working in any of the fields of exact science or engineering. Science and/or engineering majors can practice their English language skills in the following job-related scenarios:

- ▶ Research and development
- ▶ Design and testing
- ▶ Construction and manufacturing production
- ▶ Quality control and inspection, operation and maintenance
- ▶ Management





## BEST PRACTICE

Business English in a Global Context

Bill Mascull, Jeremy Comfort, David Kerridge

LEVEL: elementary to upper-intermediate

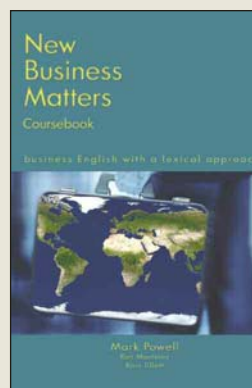
*Best Practice* is a four-level business English course designed for both pre-work and in-work students. Its topic-based modules train students in the English needed for both the professional and personal sides of modern business.

- ▶ **New!** “**Business across Cultures**” pages at intermediate and upper-intermediate levels build understanding of the scope and importance of culture in business.
- ▶ **New!** Dedicated “**Communication**” section in each unit (intermediate and upper-intermediate only) helps improve fluency in key global business issues.
- ▶ **Extensive presentation and practice of communication skills**, including telephoning, socializing, and negotiating, develop business communication skills.
- ▶ **A separate module on writing, vocabulary development, and grammar** allows the teacher to tailor the course to students’ needs.
- ▶ **Accompanying audio program** focuses on international English, using British, American, and non-native accents.
- ▶ **Comprehensive teacher support materials** include ExamView® test-generating software and test bank, which allows teachers to create and customize tests quickly and easily.

### SERIES COMPONENTS

- Student Texts
- Workbooks
- Teacher’s Resource Books
- Audio (CDs or Tapes)
- Assessment CD-ROM with ExamView®

[elt.heinle.com/bestpractice](http://elt.heinle.com/bestpractice)



## NEW BUSINESS MATTERS

Business English with a Lexical Approach

Mark Powell, Ron Martínez, Rosi Jillett, Charles Mercer

LEVEL: high-intermediate

*New Business Matters* is a stimulating language course for students of business English. Its unique lexical syllabus precisely identifies what business students need to learn in order to increase their fluency in English. Each unit is based on a specially written article rich in the language of company life, followed by activities which ensure that learners engage with the language and interact with each other.

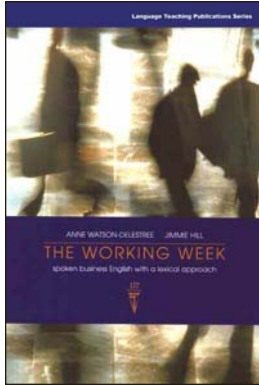
- ▶ 16 units plus four semester units: Reading, Language Focus, Discussion Topics, and Fluency
- ▶ **Four listening-based skills units** highlighting the language of meetings, presentations, telephoning, and negotiations
- ▶ Includes **glossary of business terms**
- ▶ **Exam-style exercises** in the workbook to help students prepare for the BEC Vantage exam
- ▶ **15 authentic CNN® video segments** supported by worksheets in the coursebook
- ▶ Create and customize tests using the **Assessment CD-ROM with ExamView®**

### COMPONENTS

- Coursebook
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- Teacher’s Book
- Audio (CDs or Tapes)
- Assessment CD-ROM with ExamView®
- CNN® Video

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## THE WORKING WEEK

Spoken Business English with  
a Lexical Approach

**Anne Watson-Delestrée, Jimmie Hill**

**LEVEL: intermediate**

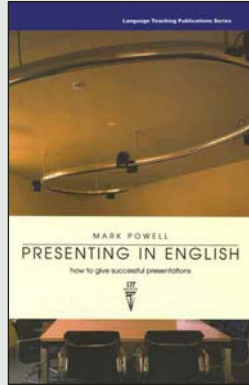
*The Working Week* is a business text that emphasizes speaking, listening, and problem solving in different work situations. It teaches students to do their job in English—not just to talk about work.

- ▶ Each unit contains language functions and skills appropriate for the workplace, grammar, and vocabulary—all taught through extensive and varied activities.
- ▶ Business situations include: listening to messages, arranging a meeting, handling complaints, being diplomatic, and many more.

---

Student Text  
Instructor's Manual  
Audio (Tape)

---



## PRESENTING IN ENGLISH

How to Give Successful Presentations

**Mark Powell**

**LEVEL: intermediate to high-intermediate**

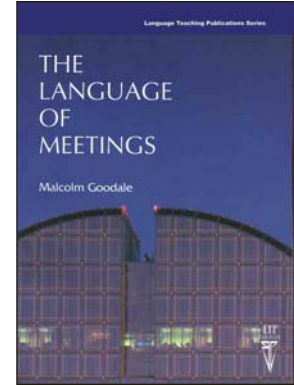
*Presenting in English* is a breakthrough in teaching English for professional purposes. Its radical approach combines the language and skills needed to give truly effective presentations.

- ▶ Introduces a comprehensive range of public speaking skills
- ▶ Discusses techniques for handling an audience
- ▶ Pays unique attention to the structure and detail of rhetorical language

---

Student Text  
Audio (Tape) (American English)

---



## THE LANGUAGE OF MEETINGS

**Malcolm Goodale**

**LEVEL: intermediate to high-intermediate**

*The Language of Meetings* is a lively, comprehensive course that provides all the necessary language to ensure full and effective participation in a business meeting.

- ▶ Topics include “Presenting an argument,” “Asking for and expressing opinions,” “Questioning,” “Clarifying,” “Compromising,” and more.
- ▶ “Language Awareness” questions invite the learner to reflect on his/her own language use and behavior prior to studying the vocabulary and language taught in the unit.
- ▶ Language presented is well-practiced through a variety of individual, pair, and group activities.
- ▶ “Mini-meeting” scenarios and “Discussion” questions encourage learners to try out new language and strategies in a safe environment.

---

Student Text

---

## MANAGEMENT AND MARKETING

with Mini-Dictionary of 1,000 Common Terms



**Ian MacKenzie**

**LEVEL: intermediate to advanced**

This text teaches the essential language and terminology of managing companies and people, managing production and operations, and marketing goods and services.

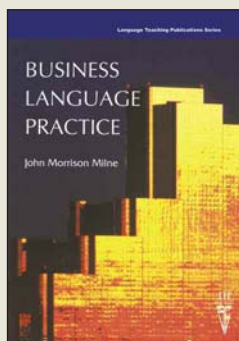
- ▶ Over 70 lessons provide extensive practice in reading and vocabulary comprehension.
- ▶ Material is presented in a clear, easy-to-use format.
- ▶ The Mini-Dictionary with 1,000 common marketing and management terms provides essential business vocabulary reference in a consolidated place.
- ▶ Text is ideal for self-study—answer key is included.

---

Student Text

---

## BUSINESS LANGUAGE PRACTICE



**John Morrison Milne**

**LEVEL: intermediate to high-intermediate**

This workbook-style text is perfect to use alone or with any other business book. It offers students the ability to practice business language in five essential areas: speaking, vocabulary, grammar, writing, and reading.

- ▶ Full recycling of the most important and useful language
- ▶ Vocabulary presentation includes words, word partnerships, and fixed expressions
- ▶ Answer Key included in the back of the book

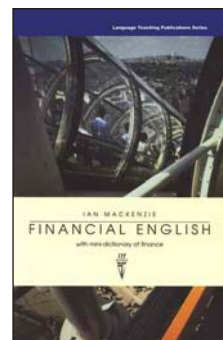
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Student Text

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## FINANCIAL ENGLISH

with Mini-Dictionary of Finance



**Ian MacKenzie**

**LEVEL: intermediate to high-intermediate**

Emphasizing finance and economics, this text focuses on: talking about figures, accounting basics, money and banking, trade and commerce, company finance, and economic issues.

- ▶ Over 80 lessons provide extensive practice in reading and vocabulary comprehension.
- ▶ Material is presented in a clear, easy-to-use format.
- ▶ Mini-Dictionary includes 1,000 financial and economic terms in one consolidated place.
- ▶ Text is ideal for study-alone—answer key is included.

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Student Text

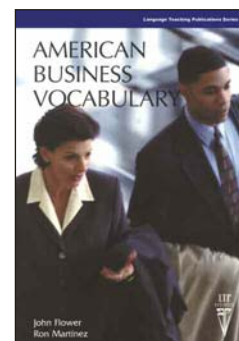
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## AMERICAN BUSINESS VOCABULARY

**John Flower, Ron Martínez**

**LEVEL: intermediate**

*American Business Vocabulary* teaches over 1,000 words and phrases in a variety of business areas including accounting, sales, travel, insurance, advertising, management, trade, and public relations.



- ▶ This innovative text practices all types of lexical items: words, word partnerships, and fixed expressions.
- ▶ The varied exercises, careful presentations, and choice of content make this text a valuable resource for classroom use or for individual study.
- ▶ Progress tests and full answer keys are included.

---

Student Text

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### ADDITIONAL ENGLISH FOR BUSINESS & SPECIFIC PURPOSES TITLES

#### **BUSINESS CONCEPTS FOR ENGLISH PRACTICE, 2/e**

**Marianne McDougal Arden, Barbara Tolley Dowling**

**LEVEL: high-intermediate to advanced**

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# ELT advantage

## Ongoing Professional Development for English Language Teachers

### ELT ADVANTAGE

Keep pace with the latest instructional methods, and industry best practices. Explore *ELT Advantage*, an entire suite of professional development courses, workshops, and virtual seminars that help teachers increase their expertise in English language instruction.

Developed by world-renowned English language teachers and authors, the *ELT Advantage* professional development offerings include:

- ✓ **Online courses** covering new and emerging English language teaching methods
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To learn more and view a demo, visit [elt.heinle.com/ELT Advantage](http://elt.heinle.com/ELT Advantage).  
See p. 129 for course ISBN/Price listings.

**TESOL® Certificate of Completion**  
for approved courses



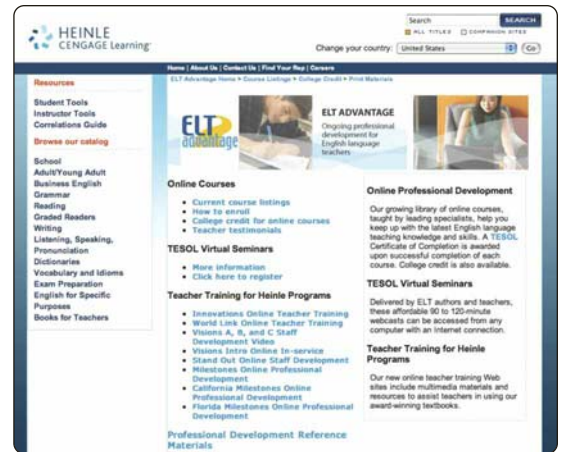
**University Credits available**

### Online Courses for Teachers

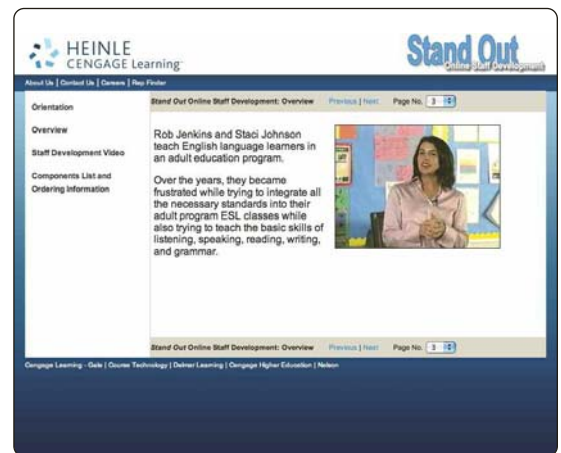
*New courses added frequently*

- ▶ 6-week courses, two lessons per week
- ▶ Practical assignments for each lesson
- ▶ Moderated discussion board
- ▶ 5-question quiz per lesson
- ▶ Post-program assessment

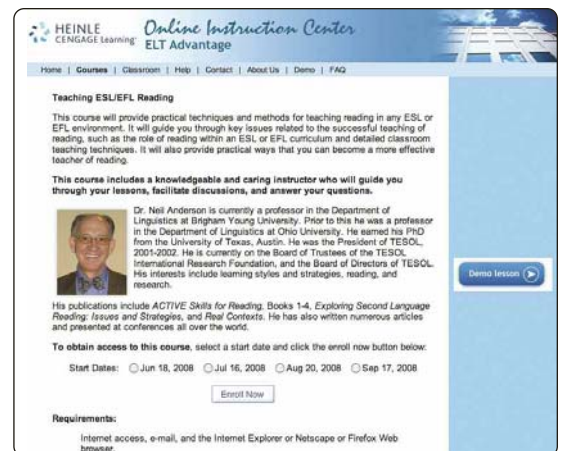
Lessons can be completed in 90 minutes or less—anytime, anywhere!



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Kevin Keating



**Content-Based Instruction for Language Learners**  
Kathleen M. Bailey



**Developing ESL/EFL Listening Comprehension**  
Patricia A. Dunkel



**An Introduction to Corpora in English Language Teaching** **NEW!**  
Michael McCarthy, Anne O'Keeffe, and Steve Walsh



**An Introduction to Language Assessment in the K-12 Classroom**  
Natalie Kuhlman



**An Introduction to Task-Based Teaching,**  
David Nunan



**An Introduction to Teaching English to Young Learners** **NEW!**  
Annie Hughes

**An Introduction to Teaching ESL/EFL**  
Tom Scovel

**Language Learning Technologies for K-12 Teachers**  
Joyce Nutta

**Making the Most of Learner's Dictionaries**  
Michela Clari

**Practical Ideas for the Adult ESL/EFL Classroom**  
Rob Jenkins

**Pursuing Professional Development**  
Andy Curtis

**Teaching ESL/EFL Reading**  
Neil J. Anderson

**Teaching Grammar for ESL/EFL** **NEW!**  
Diane Larsen-Freeman

**Teaching Lexically**  
Hugh Dellar and Andrew Walkley

**Teaching Vocabulary** **NEW!**  
I.S.P. Nation



What your colleagues are saying about ELT Advantage...

*"[ELT Advantage] is an opportunity to support professional development with access to excellent people in the field and a good balance between task-based practical learning and theory."*

*Sterling Giles, Professor of ESOL, Roxbury Community College*

*"I found the course to be both interesting and full of great tips for working with my limited English proficiency students in creative ways to improve their English. It was especially nice to be able to log in from home and work on it whenever I chose to do so!"*

*Paulette C. Bogert, Teacher, Houston Independent School District*

*"[ELT Advantage] development is a convenient and great way to introduce teachers to the world of working with Limited English Proficient Students. The courses are easily accessible, full of great information, and applicable to today's classroom. Two of the fantastic features for our teachers included the interactive discussion boards and self-check quizzes."*

*Val Pinkney, Coordinator, Curriculum @ Instruction Wake County Public Schools*

*"I want to thank both the instructor and the assistant for this interesting course. I have learned a lot from it and I am already applying this knowledge in my classes. This course has helped me...help my students to become good learners."*

*Silvia Marcela Rodríguez Ortega, Literature Teacher/Trainer, Maddox Academy*



# TeacherSource

Donald Freeman, *Series Editor*

*“The TeacherSource series offers you a point of view on second/foreign language teaching.*

*As a reader, you will find that each book has its own personality; it is not anonymous. It comes as a story, not as a directive, and is meant to create a relationship with you rather than assume your attention.”*

**Donald Freeman**



## EXPLORING SECOND LANGUAGE READING

Issues and Strategies

**Neil J. Anderson,**  
Brigham Young University



*Exploring Second Language Reading: Issues and Strategies* is a comprehensive exploration of ESL reading. This text provides an overview of the key issues and practical strategies for teaching reading effectively.

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Text

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Also see Neil Anderson’s series *ACTIVE Skills for Reading* on p. 64.

## LEARNING ABOUT LANGUAGE ASSESSMENT

Dilemmas, Decisions, and Directions

**Kathleen M. Bailey,**  
Monterey Institute of International Studies



This text provides a practical analysis of language assessment theory and accessible explanations of the statistics involved.

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Text

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## TEACHING ESL K – 12

Views from the Classroom

**Helene Becker, Else Hamayan**



*Teaching ESL K – 12: Views from the Classroom* addresses how to prepare English language learners to successfully enter the demands of mainstream classrooms, curricula, and schools. The authors artfully blend insightful classroom and school-based experience with frameworks of research and policy.

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Text

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## PURSUING PROFESSIONAL DEVELOPMENT

Self as Source

**Kathleen M. Bailey,**  
Monterey Institute of International Studies  
**Andy Curtis**  
**David Nunan,** University of Hong Kong

Intended for individual study or teacher-preparation programs, this text provides an up-to-date overview of key ideas and a comprehensive guide to the techniques and procedures of teacher self-development.

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Text

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## TEACHING SECOND-LANGUAGE WRITING

Interacting with Text

**Cherry Campbell,**  
Sonoma State University



Based on the philosophy that writing should be taught in conjunction with social and cultural expectations, this text teaches a variety of writing strategies, such as self-editing and portfolio writing, and provides practical advice on assessing writing and providing constructive feedback to students.

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Text

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## DOING TEACHER RESEARCH

From Inquiry to Understanding

**Donald Freeman,**  
School for International Training

This text focuses on the intersection of teaching and research. By examining how research can fit within and transform the work of teaching, it offers a different perspective to teachers doing research.

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Text

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## DESIGNING LANGUAGE COURSES

A Guide for Teachers

**Kathleen Graves,**  
School for International Training



This clear and comprehensive text provides a practical guide to designing language courses by encouraging teachers to explore ways of evaluating materials and planning and organizing content.

---

Text

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## TEACHING BILINGUAL CHILDREN

Beliefs and Behaviors

**Suzanne Irujo,**  
Boston University, Emeritus

Based on a vivid account of Matilde's classroom, this text is a comprehensive exploration of bilingual education theory and practice.

---

Text

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## UNDERSTANDING LANGUAGE TEACHING

Reasoning in Action

**Karen E. Johnson,**  
Pennsylvania State University

Teachers are encouraged to reflect on their classroom practice by thinking critically about their own teaching, their colleagues' teaching, and the environments in which they work.

---

Text

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## TEACHING LANGUAGE

From Grammar to Grammaring

**Diane Larsen-Freeman,**  
University of Michigan

A must-read for every language teaching professional, *Teaching Language: From Grammar to Grammaring* explores the regular, predictable elements of language as well as the potential creativity of its underlying system. By combining a wide range of viewpoints with her own personal experiences and studies, Diane Larsen-Freeman challenges the static descriptive ideas of grammar, based on rules, and promotes the more fluid and dynamic notions of reason-driven grammaring, which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately."

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Text

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Also see Diane Larsen-Freeman and Marianne Celce-Murcia's updated edition of *The Grammar Book* on p. 121.

## TEACHING CULTURE

Perspectives in Practice

**Patrick Moran**

*Teaching Culture: Perspectives in Practice* offers multiple viewpoints on the interrelationship between language and culture and how they serve to teach meaning, offer a lens of identity, and provide a mechanism for social participation. Authentic classroom experiences engage the reader and offer teachers invaluable support as they expand their ideas about how language and culture work together.

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Text

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## LEARNING NEW LANGUAGES

A Guide to Second Language Acquisition

**Tom Scovel,**  
San Francisco State University



This text explores a wide range of issues that influence how a person learns a second language. By using P.L.A.C.E. as an acronym, standing for People, Language, Attention, Cognition, and Emotion, the text offers an accessible way to examine both the practical and theoretical sides of each issue.

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Text

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## WORKING WITH TEACHING METHODS

What's at Stake?

**Earl W. Stevick**



By examining different methods of language teaching, this text models a way for teachers to analyze their own teaching by thinking critically about approaches, techniques, and materials.

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Text

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## THE LEXICAL APPROACH

The State of ELT and a Way Forward

**Michael Lewis**

*The Lexical Approach* develops current thinking, synthesizing the best insights of previous theory, corpus linguistics, discourse analysis, and modern approaches to grammar. Principles of *The Lexical Approach* include:

- ▶ The grammar/vocabulary dichotomy is invalid; collocation is used as an organizing principle; the Observe-Hypothesize-Experiment cycle replaces the Present-Practice-Produce paradigm; and, most importantly, language consists of grammaticalized lexis—not lexicalized grammar.

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Text

## IMPLEMENTING THE LEXICAL APPROACH

Putting Theory into Practice

**Michael Lewis**

*Implementing the Lexical Approach* develops the theoretical position set out in Michael Lewis' highly acclaimed *The Lexical Approach*.

- ▶ It provides teachers with comprehensive, step-by-step classroom changes to ensure more effective teaching and more efficient learning.

---

Text

## TEACHING COLLOCATION

Further Developments in the Lexical Approach

**Michael Lewis, Editor**

*Teaching Collocation* provides further follow-up to *The Lexical Approach*.

- ▶ Contains papers by Jane Conzett, Peter Hargreaves, Jimmie Hill, Michael Hoey, Michael Lewis, Morgan Lewis, and George Woolard about collocation in everyday classroom teaching.
- ▶ Readers will learn the importance of collocation and idioms, practical ways of introducing the idea to students, examples of good classroom practices, and teachers' experiences.

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Text

## PRACTICAL TECHNIQUES

For Language Teaching

**Michael Lewis, Jimmie Hill**

*Practical Techniques* is a highly practical, jargon-free basic teacher training handbook for new teachers of ESL/EFL.

- ▶ This text includes basic principles, discussion on classroom management, notes on preparation, and a thorough overview of basic techniques.

---

Text

### ADDITIONAL LTP SERIES TITLES

#### COMMUNICATIVE IDEAS

An Approach with Classroom Activities

**David Norman, Ulf Levihn,  
Jan Anders Hedenquist**

#### CORRECTION

A Positive Approach to Language Mistakes

**Mark Bartram, Richard Walton**

#### THE ENGLISH VERB

An Exploration of Structure and Meaning

**Michael Lewis**

#### ENGLISH OBSERVED

A Handbook of Language Awareness

**Richard MacAndrew**

#### A TEACHERS' GRAMMAR

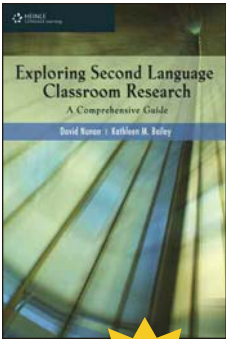
The Central Problems of English

**R.A. Close**

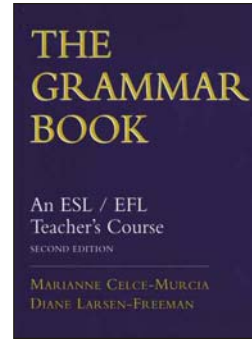
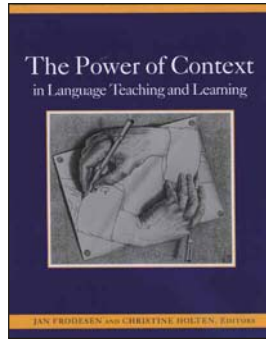
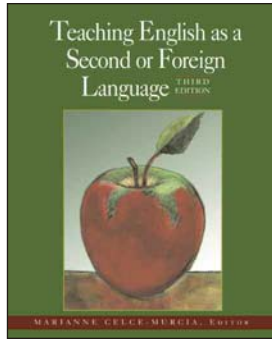
#### ONE TO ONE

A Teachers' Handbook

**Peter Wilberg**



**NEW!**



## EXPLORING SECOND LANGUAGE CLASSROOM RESEARCH

A Comprehensive Guide

David Nunan, Kathleen M. Bailey

*Exploring Second Language Classroom Research* is a comprehensive introductory manual for beginning and advanced researchers. Authored by two leading experts in the field, the text explores research traditions and processes. The text is illustrated with a variety of qualitative and quantitative data and includes tasks for reflection and application.

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Text

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## TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE

Third Edition

Marianne Celce-Murcia, *Editor*

Now in its third edition, this best-selling methodology resource gives experienced and prospective teachers the theoretical background and practical applications they need to succeed. New contributions from more than 40 acknowledged specialists in the field cover methodology, language skills, integrated approaches, learner variables, and teacher skills. Discussion questions and activities, methods, materials, and other resources make this ideal for classroom and/or personal use.

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Text

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## THE GRAMMAR BOOK

An ESL/EFL Teacher's Course, Second Edition

Marianne Celce-Murcia,  
Diane Larsen-Freeman

In this highly acclaimed revision, grammatical descriptions and teaching suggestions are organized into sections dealing with form, meaning, and use. *The Grammar Book* helps teachers and future teachers grasp the linguistic system and details of English grammar, providing more information on how structures are used at the discourse level. New chapter organization and updated research findings, along with practical teaching suggestions, exercises, and questions, make this an essential resource for any teacher.

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Text

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## THE POWER OF CONTEXT in Language Teaching and Learning

Jan Frodesen, Christine A. Holten, *Editors*

*The Power of Context in Language Teaching and Learning* provides a highly accessible, in-depth study of the relationship between discourse and the context of language teaching and learning. This text contains a strong combination of theory and practice that will benefit any language teacher or student. Contributions from 30 renowned specialists provide a variety of insights and perspectives, with an emphasis on practical applications.

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Text

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## ESSENTIALS OF TEACHING ACADEMIC ENGLISH SERIES

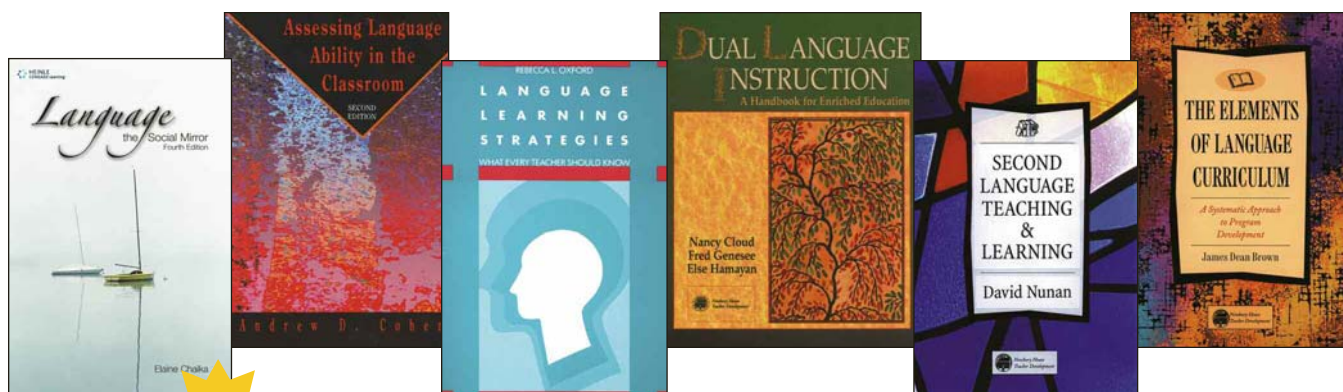
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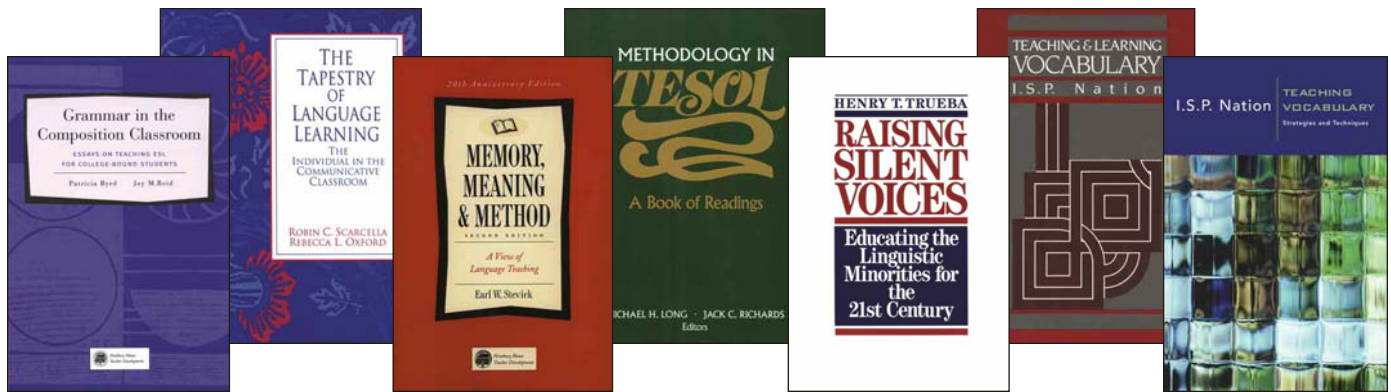
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