



 **edubox**  **Clue & Key**

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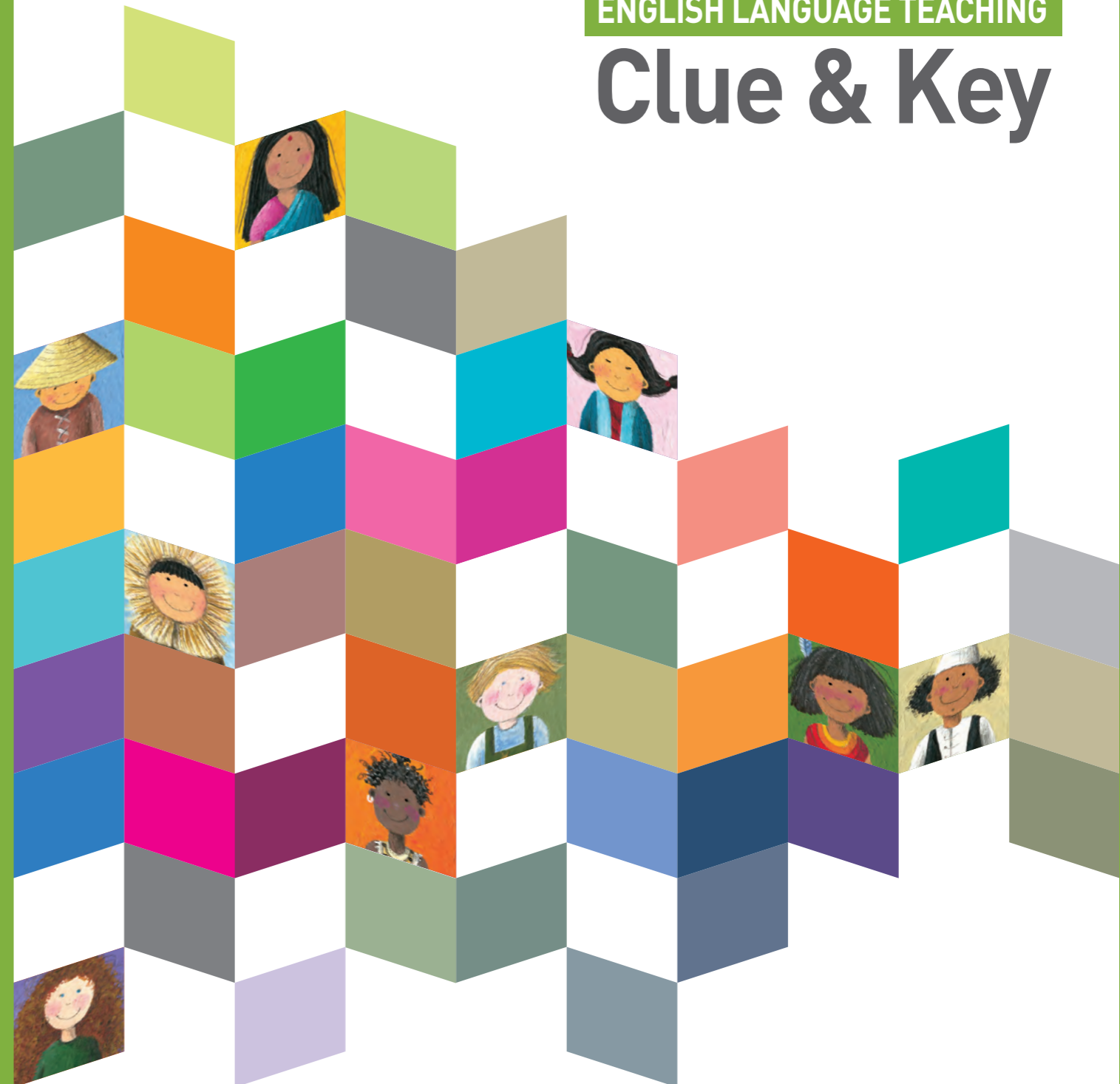
Clue & Key ELT BOOKS 2015

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# 2015

ENGLISH LANGUAGE TEACHING

## Clue & Key



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# Why Clue&Key Books?

## Lots of Titles

- Nearly 300 titles of books
- Top Sellers: Winners' Speaking & Listening / Winners' Reading & Writing  
First Step in Grammar / Writing POP! / Go,Go! Phonics

## Covering All Skills for English Learning

- Phonics, Reading, Listening, Writing, Speaking, Readers, Grammar, Test-prep Course, and Course Book

## Wide Range in Age & Level

- Planned to cover A1-A2 levels in CEFR
- Designed for four-year-olds to teens in the lower-beginner to high-intermediate level

## Made Easy & Fun for Learners

- Lots of worksheets, activities, project papers, and games for extended learning
- Effective on-line lectures or multimedia contents for easy understanding

## Plenty of Teaching Materials

- Straightforward guides including lots of instructions, activities, and effective teacher talks to assist teachers and parents
- Various downloadable resources for teachers at <http://www.clueandkey.com/english>

## Being Used in Many Countries

- Being used in Europe, the Middle-East, Africa, Latin America, and Asia

## Where Clue&Key Books Are Used



## Why Clue&Key?

We have helped students from the EFL (English as a Foreign Language) classrooms to use English ceaselessly as if they were in English-spoken countries for years, with not only good textbooks but lots of effective materials. We promise to continue to research and develop more effective and optimal ELT books for students from diverse environments to maximize their potential proficiency. All roads to English lead to Clue&Key.

# Step Up with Clue & Key!

CEFR	LEVEL	TITLES
Leading to A1	LOWER - BEGINNER	<ul style="list-style-type: none"> <li>Phonics Story 1-6</li> <li>First Step in Phonics 1-5</li> <li>EASYS Kids 1-5</li> <li>Kids Town Basic-Level 3</li> <li>GrowEng Talk Ready! / Up! / Walk! / Run!</li> </ul>
	BEGINNER	<ul style="list-style-type: none"> <li>Go,Go! Phonics 1-4</li> <li>Winners' S&amp;L STARTER-1</li> <li>Winners' R&amp;W STARTER-1</li> <li>First Step in Reading 1-3</li> <li>Read &amp; Do 1-3</li> <li>Happy Listener 1-3</li> <li>Story Club II 1-6</li> </ul>
A1	HIGH - BEGINNER	<ul style="list-style-type: none"> <li>New Plus Phonics A-C</li> <li>Winners' S&amp;L 2-3</li> <li>Winners' R&amp;W 2-3</li> <li>Read and Grow 1-3</li> <li>Champ Listener 1-3</li> <li>Writing POP! 1-3</li> <li>First Step in Grammar 1A-3</li> <li>Story Club III 1-6</li> <li>Ready to START/ WALK</li> <li>Speaking Knocker 1-2</li> </ul>
	LOWER - INTERMEDIATE	<ul style="list-style-type: none"> <li>Winners' S&amp;L 4-5</li> <li>Winners' R&amp;W 4-5</li> <li>Reading Plus 1-3</li> <li>Reading Keys 1</li> <li>Writing POP! UP 1-2</li> <li>Speaking Zapper</li> <li>Ready to RUN/ JUMP</li> </ul>
A2	INTERMEDIATE	<ul style="list-style-type: none"> <li>Winners' S&amp;L 6</li> <li>Winners' R&amp;W 6</li> <li>Reading Keys 2-3</li> <li>Big Questions 1-3</li> <li>Writing POP! UP 3</li> <li>Super Listener 1-3</li> <li>Ready to FLY</li> </ul>
	HIGH - INTERMEDIATE	<ul style="list-style-type: none"> <li>Reading Issues 1-3</li> <li>Bump Up 1-3</li> <li>Ready to FLY HIGH</li> </ul>

# Level Chart

Level	Lower-Beginner	Beginner	High-Beginner	Lower-Intermediate	Intermediate	High-Intermediate
Field	CEFR	Leading to A1	A1		A2	
<b>YLE-COURSE</b>			READY TO START/WALK	READY TO RUN/JUMP	READY TO FLY	READY TO FLY HIGH
<b>DOUBLE SKILLS</b>		WINNERS' S&L STARTER-1	WINNERS' S&L 2-3	WINNERS' S&L 4-5	WINNERS' S&L 6	
		WINNERS' R&W STARTER-1	WINNERS' R&W 2-3	WINNERS' R&W 4-5	WINNERS' R&W 6	
<b>PHONICS</b>	FIRST STEP IN PHONICS 1-5	GO, GO! PHONICS 1-4	NEW PLUS PHONICS A-C			
	PHONICS STORY 1-6					
<b>READING</b>		FIRST STEP IN READING 1-3	READ AND GROW 1-3	READING PLUS 1-3	BIG QUESTIONS 1-3	READING ISSUES 1-3
		READ & DO 1-3		READING KEYS 1-3		BUMP UP 1-3
<b>LISTENING</b>		HAPPY LISTENER 1-3	CHAMP LISTENER 1-3		SUPER LISTENER 1-3	
<b>WRITING</b>			WRITING POP! 1-3	WRITING POP! UP 1-3		
<b>GRAMMAR</b>			FIRST STEP IN GRAMMAR 1A-3			
<b>SPEAKING</b>			SPEAKING KNOCKER 1-2	SPEAKING ZAPPER		
<b>READERS</b>	KIDS TOWN Basic-Level 3	STORY CLUB II 1-6	STORY CLUB III 1-6			
<b>COURSE BOOK</b>	EASYS KIDS! 1-5					
	GROWENG TALK READY! 1-10					
	GROWENG TALK UP! 1-10					
	GROWENG TALK WALK! 1-10					
	GROWENG TALK RUN! 1-10					

► On our English site, you can see our book previews and download our English catalog, level chart and material chart. Some online program and video lectures are available on this main page.

<http://www.clueandkey.com/english>

## Download

## Preview

► You can get introductory information of all books and download lots of helpful supplemental resources to be used along with our books in the classroom. We are proud of that we are supporting a variety of teaching and learning materials for teachers and students. Click what you need to download and then make the best use of the materials in your class.

► You can see this pop then you must type your code to get any downloadable materials. We are managing a secure code system and this code can be granted to teachers from your local distributors. Or please email us.



Communicative Language Activities and Strategies for Young Learners

# READY TO YLE SERIES

Do your students need a course that is relevant to their lives and gives them strategies to learn English successfully? *Ready to YLE Series* covers the four skills of reading, writing, listening, and speaking in a fun and meaningful way. It provides real-life situations and a variety of activities to trigger communication. Students can have real purposes to find and exchange information, break down barriers, talk about themselves, and learn about culture instead of traditional teacher-centered classes.

In addition, based on the three levels of the Cambridge Young Learners English Test (YLE Test), each book has many kinds of questions and answers which are similar to those from the test.

### LEVEL

HIGH-BEGINNER TO HIGH-INTERMEDIATE

### CEFR

Leading to A1	A1	A2	B1	B2	C1
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### DOWNLOAD

- Unit Sample
- Teacher's Guide
- Online Practice
- MP3 Files
- Flashcards
- Lectures
- Test
- Answer Key

### Key Features

- » Corresponding pictures, memorable songs, and chants
- » Phonics recognition and associated phonics words
- » Children-centered activities and communicative games
- » Daily and functional dialogs and orderly grammar structures

## Contents

Titles	Level	CEFR	Main Topics or Curriculum
Ready to START	High-Beginner	A1	For YLE Starters
Ready to WALK			
Ready to RUN	Lower-Intermediate		For YLE Movers
Ready to JUMP			
Ready to FLY	Intermediate	A2	For YLE Flyers
Ready to FLY HIGH	High-Intermediate		



## Council of Europe Standards: What Your Language Level Means

CEFR	YLE or BULATS	IELTS	Listening Skills	Reading Skills	Speaking Skills	Writing Skills
A1 Breakthrough	Young Learners (YLE) Starters	1.0	You can understand familiar words and phrases about yourself, your family, and concrete situations you know well.	You can understand familiar words and sentences, for example, on notices and posters.	You can interact in a simple way if the other people speak slowly and repeat themselves. You can ask and answer simple questions and can use simple sentences to describe people you know, etc.	You can write a short postcard. You can fill in a form with personal details.
	Young Learners (YLE) Movers	2.0				
A2 Waystage	BULATS 20	3.0	You can understand sentences about familiar topics if they contain high frequency vocabulary. You can catch the main point in simple announcements.	You can read short, simple texts. You can find specific information you need in everyday materials such as advertisements, menus, etc.	You can communicate in simple and routine tasks. You can manage simple social exchanges. You can describe your educational background and your present or most recent job.	You can write simple notes and messages. You can write a simple personal letter.
	Young Learners (YLE) Flyers					
B1 Threshold	BULATS 40	4.0	You can understand the main points when listening to a native speaker if the topic is familiar. This includes listening to radio or television.	You can understand texts, which contain high-frequency or job-related vocabulary. You can understand descriptions of feelings or wishes.	You can manage in most travel situations. You can join in discussions without preparation if the topic is familiar. You can give reasons and explanations and can narrate an event.	You can write a short connected text on a familiar topic. You can write personal letters describing experiences and impressions.
		4.5				
		5.0				
B2 Vantage	BULATS 60	5.5	You can understand lectures if the topic is familiar. You can understand the news on television reasonably well.	You can read the reports or articles which express opinions or attitudes.	You can interact quite fluently and spontaneously and take an active part in discussions on familiar topics. You can give detailed descriptions and explain opinions quite precisely.	You can write clear, detailed texts on familiar topics. You can write an essay or a report and give reasons in support of an argument.
		6.0				
		6.5				

## Compositions

Titles	Units	Pages	ISBN
Ready to START – Student Book + 2 Audio CDs	20	136	978-89-6884-167-5
Ready to START – Workbook + 1 Audio CD	20	128	978-89-6884-168-2
Ready to START – Classroom Teacher's Guide (Book)	20	72	978-89-6037-270-2
Ready to WALK – Student Book + 2 Audio CDs	20	136	978-89-6884-169-9
Ready to WALK – Workbook + 1 Audio CD	20	128	978-89-6884-170-5
Ready to WALK – Classroom Teacher's Guide (Book)	20	112	978-89-6037-380-8
Ready to RUN – Student Book + 2 Audio CDs	20	136	978-89-6884-171-2
Ready to RUN – Workbook + 1 Audio CD	20	128	978-89-6884-172-9
Ready to RUN – Classroom Teacher's Guide (Book)	20	96	978-89-6037-688-5
Ready to JUMP – Student Book + 2 Audio CDs	20	136	978-89-6884-173-6
Ready to JUMP – Workbook + 1 Audio CD	20	128	978-89-6884-174-3
Ready to JUMP – Classroom Teacher's Guide (Book)	20	100	978-89-6037-830-8
Ready to FLY – Student Book + 1 MP3 CD	20	136	978-89-6884-042-5
Ready to FLY – Workbook + 1 MP3 CD	20	128	978-89-6884-043-2
Ready to FLY – Classroom Teacher's Guide (Book)	20	84	978-89-6884-298-6
Ready to FLY HIGH – Student Book + 1 MP3 CD	20	136	978-89-6884-044-9
Ready to FLY HIGH – Workbook + 1 MP3 CD	20	128	978-89-6884-045-6
Ready to FLY HIGH – Classroom Teacher's Guide (Book)	20	100	978-89-6884-299-3

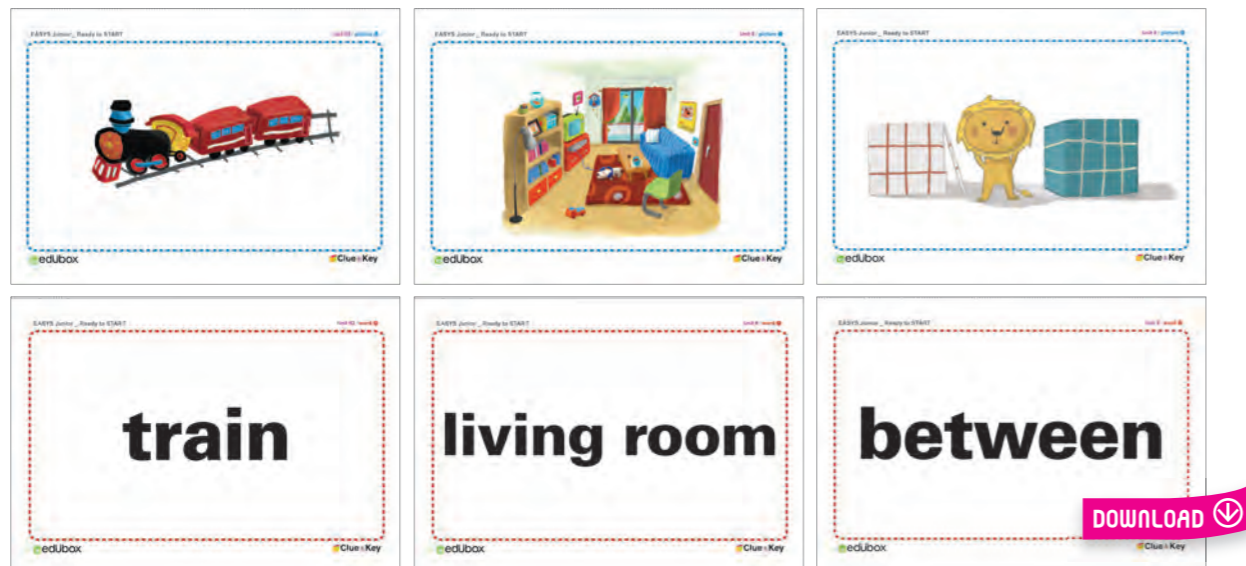
Student Book



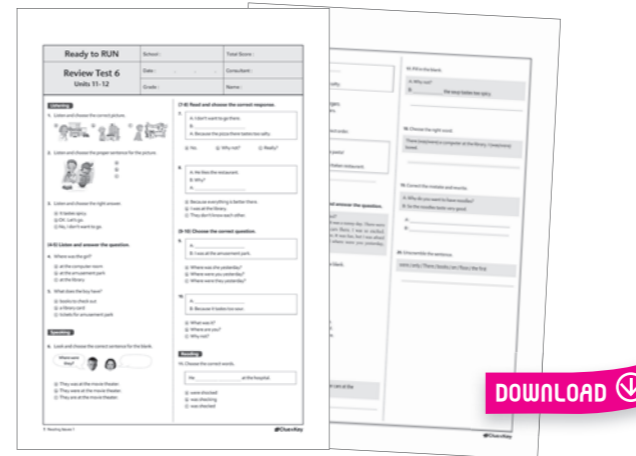
Workbook



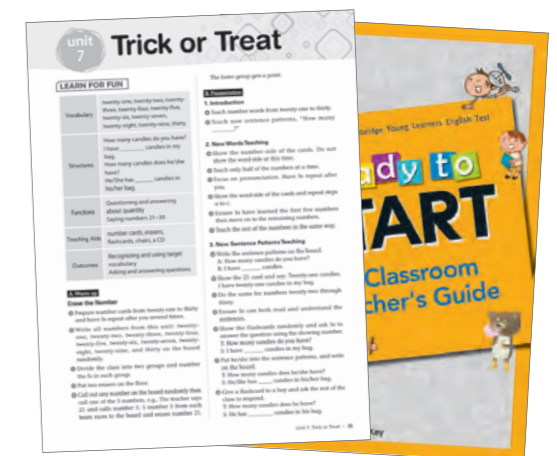
Flashcards (START / WALK / RUN / JUMP)



Test Set 10 Review Tests / per every SB



Teacher's Book





Sample Pages from the Student Book

# 7 Trick or Treat

LEARN FOR FUN 1-43

How many candies do you have?  
I have **twenty-two** candies in my bag.

Listen, point and say. 1-55

21 twenty-one	22 twenty-two
23 twenty-three	24 twenty-four
25 twenty-five	26 twenty-six
27 twenty-seven	28 twenty-eight
29 twenty-nine	30 thirty

Trick or treat?  
Wow! There are a lot of candies in your bag.

Are there any candies in their bag?

How many candies do you have?  
I have **twenty-two** candies in my bag.

Let me see! Oh, no! There aren't any candies in their bag.

How many candies does she have in her bag?  
Let me count! One, two...thirty.  
Wow! She has **thirty** candies in her bag.

Big and fun illustrations that feature the unit topic and main function.

From Ready to WALK

Listen and learn the main functional dialog and key words.

Reading texts focus on topics young learners can relate to.

Practice the key expressions through various speaking drills.

## Good to Eat

Lollipops, lollipops! Good to eat.  
Fill the bag and...  
How many lollipops? Twenty, twenty, go!

Jelly beans, jelly beans!  
Fill the bag and make it full.  
How many jelly beans do you have?  
Thirty, thirty, give me more.

Trick or treat? Trick or treat?  
Give me some good sweets to eat!

Look and say.

Are there twenty-five caramels?  
Yes, there are. There are twenty-five caramels.

These are **lollipops** and those are **jelly beans**.  
Are there twenty-three **jelly beans**? Yes, there are.  
There are twenty-three **jelly beans**.

Listen, point and say. 1-58

lollipop(s)    jelly bean(s)    jelly(jellies)    caramel(s)    chocolate bar(s)

Enjoyable songs and chants will keep students motivated and interested.

Sample Pages from the Workbook

## Phonics and Story Time

### PHONICS TIME 1-60

Hard C    Soft C

cape	cut	cent
cotton	circus	cycle

Listen and chant.  
A circus is in the center of the city.  
Cathy carries a cape and goes to see the circus.

Listen and read.

Hard c			Soft c		
1 before a	2 before o	3 before u	4 before i	5 before e	6 before y
cape	cat	cuff	circle	cellar	cycling
cat	cow	cupboard	city	ereal	ymbol

Listen and circle the pictures which belong to the "soft c" sound.

### STORY TIME 1-61

## Welcome To Wonderland

### The Ball Game

Come and play!  
A for the winner.

Hello, boys and girls! Welcome to Wonderland! There are many candies and presents for you today. Come and play "The Ball Game". You can get candies and presents with your points. Now, it's time to throw the balls.

If you have between twenty-one and twenty-nine points, you can get some candies. If you have thirty points well done, and you can get a present. But if you have between one and twenty points, please try again! Now, let's go and play!

Reinforcement of pronunciation through phonics activities.

Students will be ready for more independent reading by listening and reading a fun additional story in each unit.

## 7 Trick or Treat

Listen and write the number (1-10).

Look and write.

one	two	three	four	five	six
seven	eight	nine	twenty	thirty	

24 \_\_\_\_\_    23 \_\_\_\_\_  
27 \_\_\_\_\_    26 \_\_\_\_\_  
21 \_\_\_\_\_    29 \_\_\_\_\_  
30 \_\_\_\_\_    25 \_\_\_\_\_  
22 \_\_\_\_\_    28 \_\_\_\_\_

How many candies do you have?  
I have **thirty** in bag candies . my

How many candies does she have?  
twenty-five her has bag . candies She in

How many candies does he have?  
his in twenty-seven He bag . candies has

Look, trace and answer.

1	25
2	28
3	30
4	23

The workbook includes a lot of tasks in listening, reading, and writing that help students prepare for the YLE test.

Sample Pages from the Student Book

**UNIT 04**  
Learning for Fun

**Think and Say**  
What's your favourite season? Why?  
What fun activities are there for autumn?

### Why Do Leaves Fall?

It's lovely to see the leaves change colours in the autumn. It's always sad, however, when winter comes and the leaves fall off. Have you ever wondered why this happens? Leaves make sugar to help the trees grow. For this, the leaves need water, sunlight, and a gas called carbon dioxide. They also make a special plant chemical that keeps the leaves green.

All summer, the trees move the sugar from the leaves to their branches. When autumn arrives, however, there isn't enough sunlight or water for leaves to make the plant chemical or new sugar.

Without the chemical, the green disappears from the leaves, and you see only red, orange, yellow, and brown. The trees use the stored sugar to survive the cold winter, so they are careful not to waste any. If they used the sugar to keep the leaves alive, the whole tree would die. They must let the leaves fall. The trees keep only the leaf buds, so they can grow new leaves in the spring.

**New Words**  
wonder: to desire to know something  
-in order to  
carbon dioxide: a gas that is produced when people or animals breathe out  
-keep: to maintain a certain state or position  
-enough: sufficient for the purpose  
disappear: to cease to exist  
-store: to be kept for future use  
-waste: to spend thoughtlessly  
-live: not dead  
-bud: a small pointed thing on a plant that develops into a leaf or flower

**Listening Quiz**  
a1: 1 2  
a2: 1 2

From Ready to FLY

Learners can activate their prior knowledge about the topic by sharing their own experiences and ideas.

Nonfiction stories that are closely related to daily lives are shown.

Learners can learn the new words in the same way as an English-English dictionary.

**Grammar for Fun** Catch the grammar points.  
to-infinitive as an adverb (= in order to)  
I am making a plan to get a good grade on the midterm exam.  
Sarah will save her pocket money to watch Kung Fu Panda 2.  
My parents worked very hard to live comfortably in the days to come.

**Writing for Fun** Read, choose, and write.  
Article  
24 June 2014  
By Linda Johnson  
Fallen leaves are a symbol of autumn. We can't imagine autumn without them. But why do we see them only in autumn? Why aren't we able to see them in spring or summer? Leaves are made of a special chemical with water, sunlight, and carbon dioxide. They use the sugar they get from the leaves to make the plant chemical. They are careful not to waste any of these materials. In addition, they are so cautious that they don't waste it. That's why they let the leaves fall. Otherwise, the trees would die. They must let the leaves fall. The trees keep only the leaf buds, so they can grow new leaves in the spring.

**Describing for Fun** Talk about the two pictures and check.  
1 Describe the picture by using the word box below.  
It seems like \_\_\_\_\_ in the picture.  
There is a \_\_\_\_\_ in the picture.  
Two street cleaners are \_\_\_\_\_ to keep the park clean.  
Both are wearing green uniforms and yellow \_\_\_\_\_.

wooden bench | sweep | maple tree | autumn | vest

2 Tell the differences between the two pictures.  
Both men in picture 1 are wearing yellow vests whereas the man in picture 2 is wearing an \_\_\_\_\_ vest.  
Unlike in picture 1, one of the men on the right is wearing a \_\_\_\_\_ in picture 2.  
In picture 2, a girl is \_\_\_\_\_ on the wooden bench.  
read a book | cap | orange | on the left

3 Check True or False.  
In picture 1, two men are wearing green uniforms. T F  
In picture 2, the man on the left is wearing sunglasses. T F  
In both pictures, the girl is reading a book on a bench. T F

It helps learners make a good use of the target grammar.

Learners describe a picture and tell the differences between two pictures.

Learners can practice writing by completing a summary in various practical formats.

Sample Pages from the Workbook

**Reading for Fun** Read, answer, and organise.  
**Speaking for Fun** Choose and talk with your partner.

**Reading Comprehension**  
1 What is the article mainly about?  
Why leaves make sugar  
Why leaves fall when winter comes  
What leaves do  
2 Which sentence gives details about the article?  
Leaves use sugar to make carbon dioxide.  
Leaves need sunlight to make sugar.  
Trees need leaves to get through the winter.  
3 Why are trees careful not to waste sugar?

**Idea Map**  
Why Do Leaves Fall?  
In autumn, leaves can't get enough \_\_\_\_\_ or water to make a plant chemical and new sugar.  
The trees won't use the stored sugar to \_\_\_\_\_ the leaves green.  
Therefore, the trees should let the leaves \_\_\_\_\_ to survive the cold winter.

**Speaking**  
Ah, it's autumn. There are a lot of fallen leaves on the ground. They make me feel sad.  
I: B: However, if the leaves weren't dropped, the trees would die.  
What do you mean?  
Poor leaves. So we can't see their new leaves in the spring?  
Is the sugar you mentioned the same as the sugar we are eating now?

A. Oh, yes. They keep the leaf buds that can grow new leaves in the spring.  
B. However, if the leaves weren't dropped, the trees would die.  
C. It's different. The sugar is made by leaves to help the trees grow.  
D. The trees need to let the leaves fall to survive the cold winter since they shouldn't waste sugar to keep the leaves alive.

Learners find the main idea by skimming, the details by scanning, and fully comprehend the story by inferring.

Learners can learn how to paraphrase what they understood from the story.

An organizer helps learners grasp an idea or concept of each story.

**UNIT 04** Why Do Leaves Fall?

**Listening Comprehension** Listen and draw lines.  
Erin Ben Owen  
Terry Harry Natalia

**Vocabulary Check** Choose the correct words and write them on the lines.  
1 sufficient for the purpose \_\_\_\_\_  
2 to spend thoughtlessly \_\_\_\_\_ bud  
3 not dead \_\_\_\_\_ alive  
4 to desire to know something \_\_\_\_\_  
5 to cease to exist \_\_\_\_\_ wonder  
6 to be kept for future use \_\_\_\_\_ carbon dioxide  
7 a gas that is produced when people or animals breathe out \_\_\_\_\_  
8 to maintain a certain state or position \_\_\_\_\_ keep  
9 in order to \_\_\_\_\_  
10 a small pointed thing on a plant that develops into a leaf or flower \_\_\_\_\_

The workbook helps learners get accustomed to the YLE test while they practice many activities that are very similar to ones of the real tests.

Communicative Language Activities and Strategies for Young Learners

# READY TO YLE ONLINE

<http://www.clueandkey.com/english>

Ready to YLE Online is the easiest and most effective way to offer your students all the benefits of online interactive learning. Its contents were designed with a variety of teaching methods combining with the most advanced computer technology.



Four levels – START, WALK, RUN, and JUMP have 20 units in each book and each unit has 6 special courses of daily learning; Learn & Say, Phonics Time, Play Time, Word Time, Exercise and Lectures. You can experience 480 courses to choose from, including up to 2,000 activities.

Each course was carefully developed so that students can practice all the contents gradually and repeatedly until they can internalize what they have learned step by step.

All of the main dialogues and stories were recorded in two ways; in American English and British English, so students can learn and practice the two styles of English if necessary.

Plenty of flash games in association with vocabulary help students effectively review the target words of each unit to put them into a long-term memory.

In addition, unit lectures by native teachers lead students to naturally wrap up each unit at home by listening to and repeating after them.

<b>Day 1</b> Learn & Say	<b>Day 2</b> Phonics Time	<b>Day 3</b> Play Time	<b>Day 4</b> Word Time	<b>Day 5</b> Exercise	<b>Day 6</b> Lecture



Achieving Communicative Competence in an Integrated Way of Double Skills

# WINNERS' SPEAKING & LISTENING

What is the ultimate goal of teaching English? We can say it is "making students have communicative competence." Then, what is needed to achieve communicative competence? It can be achieved when students achieve a well-balanced development in the four macro skills of language: listening, speaking, reading, and writing.

*Winners' Speaking & Listening* is a seven-level course specially designed for boosting students' skills with an integrated approach to learning English. The combination of speaking and listening practice is a natural way to acquire any language as students can reinforce and implement each other. It will open students' minds to the course that delivers on all levels.

The integration of double skills makes classes more dynamic, and students can be highly motivated. Teachers can track students' progress in multiple skills at the same time.

**LEVEL**

BEGINNER TO INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Flashcards

**Key Features**

- » A variety of conversation patterns and words that are essential to students
- » Numerous photos and illustrations that help students' understanding
- » 12 Trial Tests, 4 Review Tests, and a Final Test for check-up
- » A workbook that enhances the students' vocabulary and writing skills
- » An MP3 CD that provides the reading of the Student Book's learning materials as well as the listening materials for the tests

**Contents**

Titles	Level	CEFR	Main Topics or Curriculum
Winners' Speaking & Listening STARTER	Beginner	A1	Alphabet Practice, Basic Vocabulary Practice
Winners' Speaking & Listening 1			Basic Pattern Practice
Winners' Speaking & Listening 2	High-Beginner		Basic Pattern Practice
Winners' Speaking & Listening 3			Basic Pattern Practice
Winners' Speaking & Listening 4	Lower-Intermediate		Intensive Pattern Practice
Winners' Speaking & Listening 5			Intensive Pattern Practice
Winners' Speaking & Listening 6	Intermediate	A2	Intensive Pattern Practice

**Compositions**

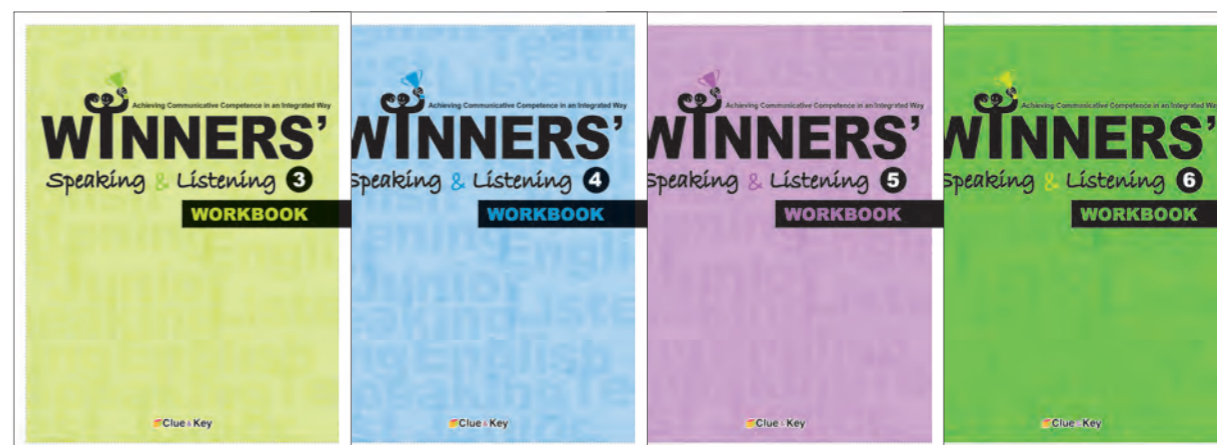
Titles	Units	Pages (SB/WB)	ISBN
Winners' Speaking & Listening STARTER – Student Book + Workbook + 1 MP3 CD	30	88/32	978-89-6037-350-1
Winners' Speaking & Listening 1 – Student Book + Workbook + 1 MP3 CD	12	72/36	978-89-6037-351-8
Winners' Speaking & Listening 1 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-000-5
Winners' Speaking & Listening 2 – Student Book + Workbook + 1 MP3 CD	12	72/36	978-89-6037-352-5
Winners' Speaking & Listening 2 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-001-2
Winners' Speaking & Listening 3 – Student Book + Workbook + 1 MP3 CD	12	72/36	978-89-6037-353-2
Winners' Speaking & Listening 3 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-002-9
Winners' Speaking & Listening 4 – Student Book + Workbook + 1 MP3 CD	12	96/36	978-89-6037-354-9
Winners' Speaking & Listening 4 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-003-6
Winners' Speaking & Listening 5 – Student Book + Workbook + 1 MP3 CD	12	96/36	978-89-6037-355-6
Winners' Speaking & Listening 5 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-004-3
Winners' Speaking & Listening 6 – Student Book + Workbook + 1 MP3 CD	12	96/36	978-89-6210-416-5
Winners' Speaking & Listening 6 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-025-8



Student Book



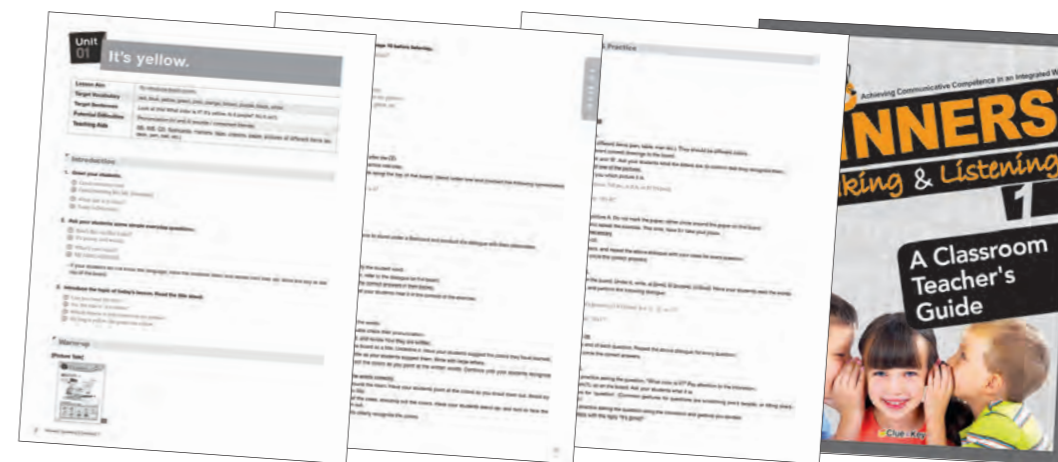
Workbook



Flashcards



Teacher's Book



Sample Pages from the Student Book

**unit 01 It's yellow.**

**Listen & Read Aloud**

Look at this! What color is it? It's purple.

**Intonation Check**  
Listen and practice the intonation. What color is it? It's yellow. Listen and repeat. Then circle the part that is emphasized most. 1. What color is it?

**WORD CHECK**  
Listen and repeat the words.

red	blue	yellow	green	pink
orange	brown	purple	black	white

**Basic Practice**

**A Listen and choose the right picture.**

1.

2.

3.

**B Listen and circle the right answer.**

1.

2.

3.

4.

5.

6.

The first main dialog pattern is introduced with an engaging illustration.

From WINNERS' S&L1

Comprehension checks for the main dialog and words, including speaking practice.

The intonation check helps students speak more naturally, fluently, and correctly.

Each unit presents 6-10 basic vocabulary words in the picture dictionary format.

**Review Test 01 UNIT 01-03**

**A Listen, look and choose the correct response.**

1.

2.

3.

4.

5.

6.

**B Talk about the picture using the dialogue. Then check.**

What color is it? It's \_\_\_\_\_.

Is this red? Yes, it is. / No, it isn't.

What is this/that? It's a/an \_\_\_\_\_.

What are they? They are \_\_\_\_\_.

**FINAL TEST >>> Level 1**

**A Listen and circle O or X.**

1.

2.

3.

4.

5.

6.

**B Listen, look and circle the right response.**

1.

2.

3.

4.

5.

6.

The review test every 3 units contains various questions to assess students' progress in previous units.

The final test at the end covers every unit in the book.

Sample Pages from the Workbook

**Let's Learn More**

Is this red? Yes, it is. / No, it isn't.

**A Listen and read aloud.**

Is this yellow? Yes, it is. this → it

Is this green? No, it isn't. isn't = is not

**B Listen and write the number in the blank.**

1. 2. 3. 4. 5.

**Wrap-up Practice**

Look at the picture and talk with your friends.

What color is it? It's \_\_\_\_\_.

Is this \_\_\_\_\_? Yes, it is. / No, it isn't.

**TRIAL TEST**

**A Listen and repeat.**

1.

2.

3.

**B Listen and choose the right picture.**

1.

2.

**C Listen and choose the correct answer.**

1.  a  b  c 2.  a  b  c

**D Yes / No Questions. Listen and answer the question.**

1.

The second dialog pattern helps students upgrade their speaking accuracy.

Comprehension check-up for every unit.

The integrated speaking-listening activity uses 2 dialog patterns shown previously.

**UNIT 01 It's yellow.**

**A Write its meaning. Then write the word three times.**

1. black \_\_\_\_\_

2. purple \_\_\_\_\_

3. brown \_\_\_\_\_

4. orange \_\_\_\_\_

5. red \_\_\_\_\_

6. color \_\_\_\_\_

**B Fill in the blanks.**

What isn't color purple this

1. What \_\_\_\_\_ is it? It's red.

2. Is \_\_\_\_\_ purple? No, it \_\_\_\_\_.

3. \_\_\_\_\_ color is it? It's \_\_\_\_\_.

**C Match the sentences.**

1. Is this brown? \* = It's green.

2. What color is it? \* = Yes, it is.

3. Is this purple? \* = No, it isn't, it's purple.

4. What color is this? \* = It's pink.

**D Write the words in the correct order.**

1. That green is \_\_\_\_\_.

2. pink it is? \_\_\_\_\_.

3. color it is. What? \_\_\_\_\_.

4. isn't it purple No \_\_\_\_\_.

The workbook includes various writing-based activities such as sentence completion, unscrambling, and dictation.

An Organized Textbook for Developing Language and Literacy Skills

# WINNERS' READING & WRITING

Reading and writing are foundational to literacy instruction across the globe. Children start to learn language from the day they are born. They learn to use language to express their feelings and to communicate with others.

*Winners' Reading & Writing* is a seven-level course specially designed to help students to have specific abilities required for reading and writing come from their immediate experiences with oral and written English. With careful planning and instruction, students will experience stories covering a number of genres that are both interesting and informative. And teachers will be able to encourage students to become productive readers, which will help them to extend their reasoning and comprehension abilities in learning about their world.

**LEVEL**

BEGINNER TO INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Teacher's Guide
- Worksheet
- MP3 Files
- Answer Key

**Key Features**

- » Organized guides to every stage of reading and writing
- » Providing a number of vocabulary categorized by various themes
- » Introducing diverse genres with fun and educational stories
- » Dealing with core grammar patterns for ESL/EFL learners
- » Writing Point sections with sufficient exercises to develop accurate writing
- » Workbooks for reviewing grammar, vocabulary, and stories including listening exercises

**Compositions**

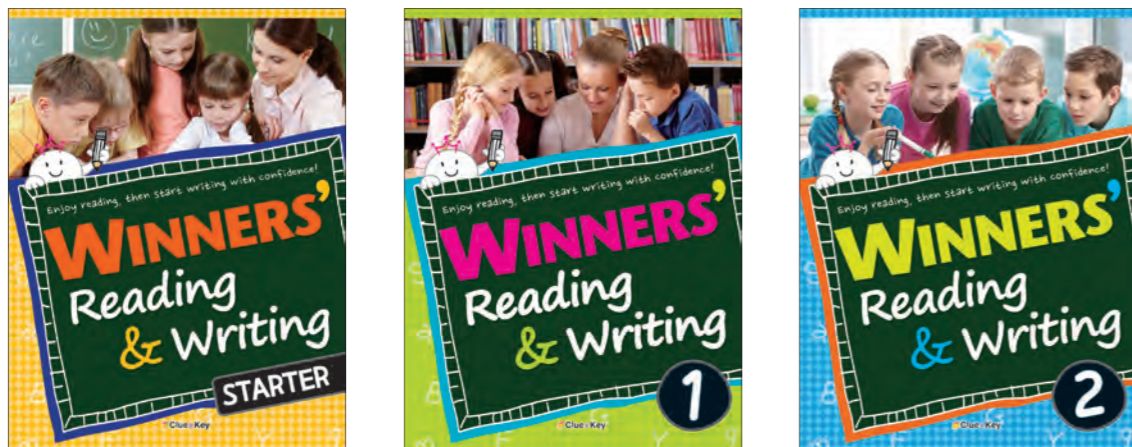
Titles	Units	Pages (SB/WB)	ISBN
Winners' Reading & Writing STARTER – Student Book + Workbook	30	88/32	978-89-6884-285-6
Winners' Reading & Writing 1 – Student Book + Workbook	12	80/36	978-89-6884-120-0
Winners' Reading & Writing 1 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-287-0
Winners' Reading & Writing 2 – Student Book + Workbook	12	80/36	978-89-6884-121-7
Winners' Reading & Writing 2 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-288-7
Winners' Reading & Writing 3 – Student Book + Workbook	12	80/36	978-89-6884-122-4
Winners' Reading & Writing 3 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-289-4
Winners' Reading & Writing 4 – Student Book + Workbook	12	104/36	978-89-6884-123-1
Winners' Reading & Writing 4 – Classroom Teacher's Guide (Book)	12	64	978-89-6884-290-0
Winners' Reading & Writing 5 – Student Book + Workbook	12	104/36	978-89-6884-124-8
Winners' Reading & Writing 5 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-291-7
Winners' Reading & Writing 6 – Student Book + Workbook	12	104/36	978-89-6884-125-5
Winners' Reading & Writing 6 – Classroom Teacher's Guide (Book)	12	68	978-89-6884-292-4

**Contents**

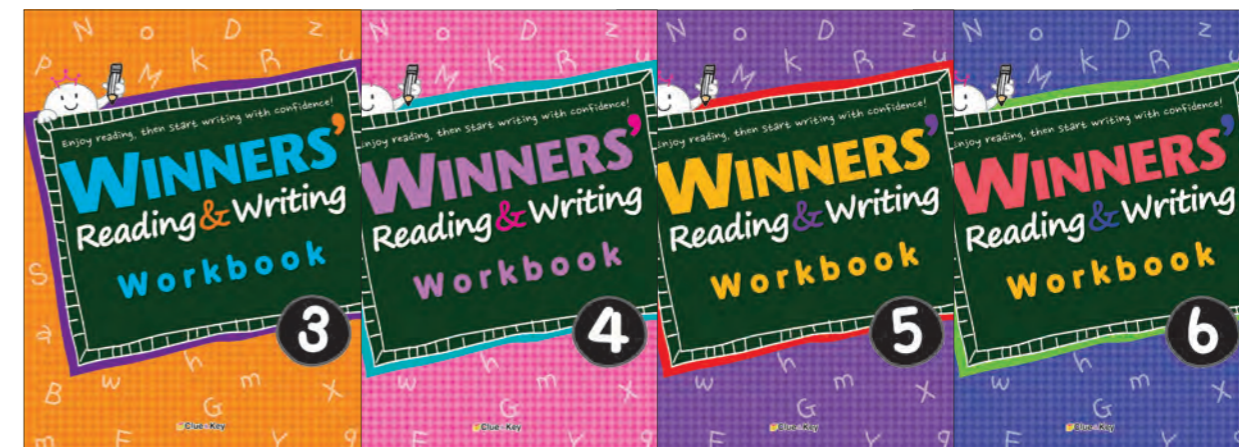
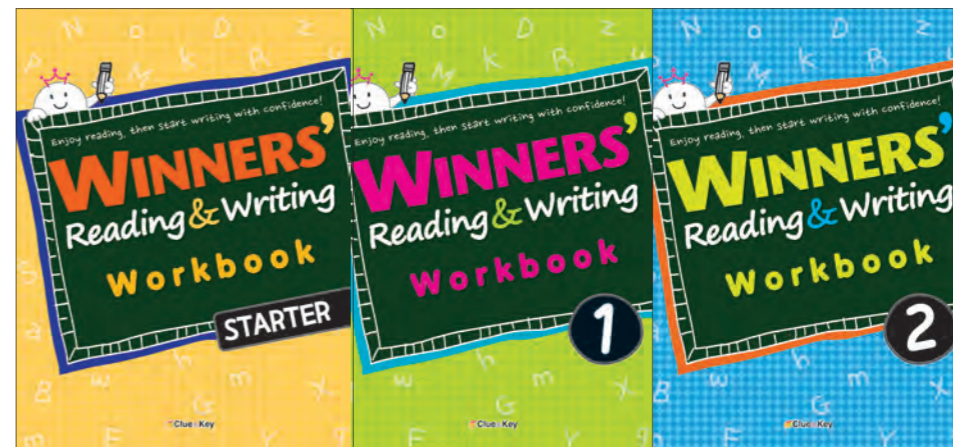
Titles	Level	CEFR	Main Topics or Curriculum
Winners' Reading & Writing STARTER	Beginner	A1	Alphabets & Sight Words
Winners' Reading & Writing 1			Reading for Comprehension & Writing Different Genres
Winners' Reading & Writing 2	High-Beginner		Developing Reading Skills & Writing with Purposes
Winners' Reading & Writing 3			
Winners' Reading & Writing 4	Lower-Intermediate		
Winners' Reading & Writing 5			
Winners' Reading & Writing 6	Intermediate	A2	



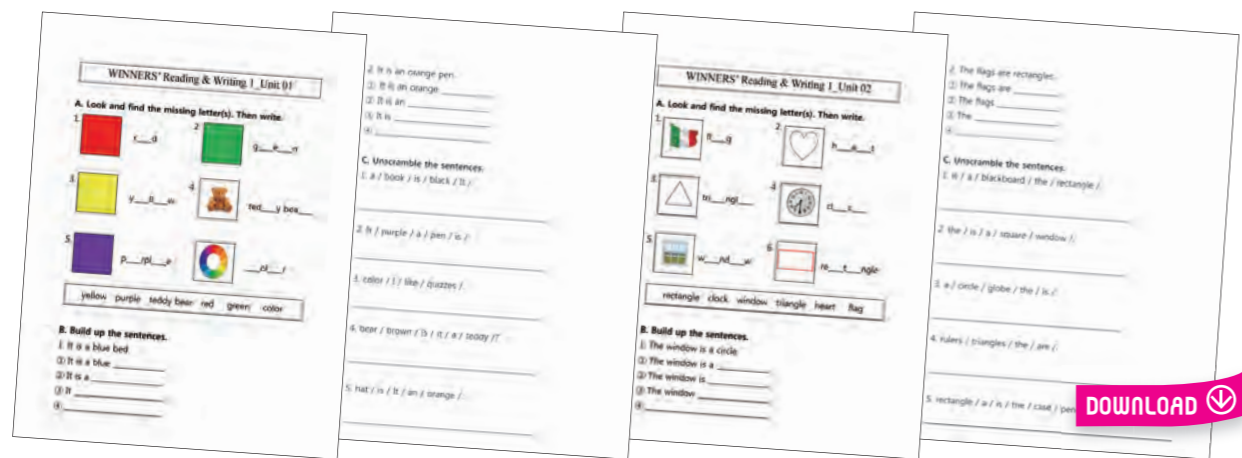
Student Book



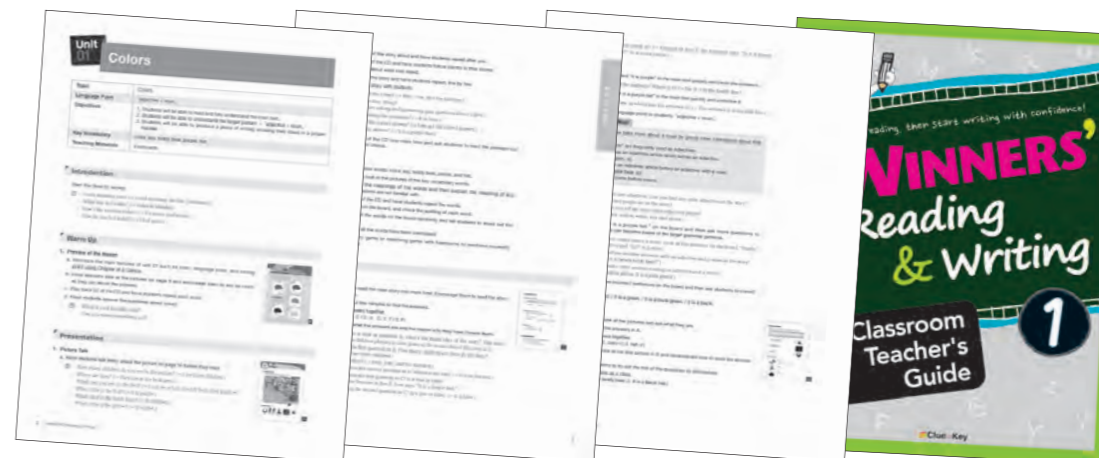
Workbook



Worksheet



Teacher's Book





Sample Pages from the Student Book

**Chapter 1**  
**Colors & Shapes**

Tap Your Background Knowledge  
Look at the pictures and talk together.

**Topic: Colors**  
1 What is your favorite color?  
2 Can you name something red?

**Topic: Shapes**  
1 What is your favorite shape?  
2 What things are circles?

**Chapter at a Glance**  
Topic: Colors & Shapes  
Language Point: [adjective + noun] [is/are]  
Writing Point: Period (.) & Question Mark (?)

red, blue, green, black, yellow, circle, diamond, heart, star

Learning objectives enable teachers and students to preview the topics and language points presented in each chapter.

From WINNERS' R&W1

Questions about each topic help students activate or build their background knowledge.

Key words with corresponding pictures are given to enrich students' abilities to read and write about the topic.

**Ready to Write**

A Use the code to find out each word. Write it. Then, match.

1	2	3	4	5	6	7	8	9	10	11	12	13
a	b	c	d	e	f	g	h	i	j	k	l	m
14	15	16	17	18	19	20	21	22	23	24	25	26
n	o	p	q	r	s	t	u	v	w	x	y	z

1 16, 21, 18, 16, 12, 5  
2 3, 15, 12, 15, 18  
3 8, 1, 20

**Read & Write**

Look and read the example below before you write.

It is a blue trash can.  
It is an orange bed.  
It is a green book.

A Draw and color three things in your room.

B Now, write about ⓐ, ⓑ, and ⓒ. Then, present them to the class.

It is \_\_\_\_\_ (a/an) \_\_\_\_\_ (color) \_\_\_\_\_ (ⓐ)

Before the writing activity, students can practice the target words and grammar in sentences.

The model writing shows the goal of the writing task.

By completing the writing task, students can use the vocabulary and target grammar they learned from the main story.

Sample Pages from the Workbook

**Unit 01 Colors**

**Talk & Read**  
Look at the picture below. What colors do you see?

**Color Quiz**

I like color quizzes.  
Amy says, "It is on the bed."  
I say, "Is it a brown teddy bear?"  
Amy says, "No, it is purple."  
Tom says, "It is a purple hat!"  
Amy says, "Yes!"

**Vocabulary**

color, say, teddy bear, purple, hat

**Read & Check**

A Choose the main idea.  
The story is about \_\_\_\_\_  
ⓐ a color quiz ⓑ Amy ⓒ a bed

B Choose the correct answers.  
1 How many children are there in the story?  
ⓐ one ⓑ two ⓒ three  
2 Where is the hat?  
ⓐ on the bed ⓑ on the teddy bear ⓒ on the table

C Check T or F.  
1 It is a purple hat. T F  
2 It is a purple teddy bear. T F

**Find It Together**

Read the story again and find the following patterns.  
1 Find "It is purple" and circle it.  
2 Find "It is a purple hat" and underline it.

The fiction or nonfiction story from each chapter will provide students with a good balance at an early stage of reading.

The set of comprehension questions checks students' understanding of the main story from the main idea to detailed information.

Each unit introduces five new words from the main story.

By finding and recognizing the target grammar in the story by themselves, students can learn and use the grammar in an active way.

**Chapter 1**  
**Unit 01 Colors**

A Trace and color.  
1 black 2 green  
3 yellow 4 blue  
5 brown 6 purple

B Complete the puzzle.

C Unscramble and color.  
1 yellow hat (a) ( )  
2 hat (n) (n) brown (a) ( )  
3 red (n) (n) bed ( ) ( )  
4 orange book (n) (n) ( )  
5 teddy purple (a) (n) bear ( )  
6 blue can (n) (a) trash ( )

D Listen and fill in the blanks by using the word box.

**Color Quiz**

I like \_\_\_\_\_ quizzes.  
Amy says, "It is on the \_\_\_\_\_."  
I say, "Is it a \_\_\_\_\_ teddy bear?"  
Amy says, "No, it is purple."  
Tom says, "It is a \_\_\_\_\_ hat!"  
Amy says, "Yes!"

E Read the story again and choose the correct words.  
1 This story is \_\_\_\_\_ fiction \_\_\_\_\_ nonfiction.  
2 This story is about a \_\_\_\_\_ color quiz \_\_\_\_\_ teddy bear.  
3 The kids are at \_\_\_\_\_ home \_\_\_\_\_ school.  
4 The teddy bear is \_\_\_\_\_ purple \_\_\_\_\_ brown.

How much do you like the story? ★★★★★

This is a review of the vocabulary from the student book.

The sentence-structuring activities in workbook give students a chance to review the grammar point and to use it to make sentences.

Through the story review and dictation activity, students can reinforce their reading and listening skills.

The Very First Phonics Textbooks Aimed at True Beginners

# FIRST STEP IN PHONICS

*First Step in Phonics* is a five-book phonics series specially written for primary students in the lower-beginner level. Each unit presents six high-frequency words to illustrate the relationship between sounds and letters. The systematic introduction of all phonemes and letter patterns will support early reading for students. The colorful illustrations provide just the motivation our children need. Students can build up their reading skills and progress from a variety of listening and reading exercises.

**LEVEL** LOWER-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- Cursive Handwriting Worksheet
- Flashcards
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Fun, age-appropriate activities: tracing, matching, circling, coloring, etc.
- » Short, easy-to-remember chants in every unit
- » Stories to review the words in a meaningful context
- » Check-up page in every unit along with a progress test
- » Writing-based workbook to review words and stories

### Contents

Titles	Main Topics or Curriculum	Target Vocabulary
First Step in Phonics 1	Alphabet Letters	60 words
First Step in Phonics 2	Beginning Consonants	60 words
First Step in Phonics 3	Short Vowels	60 words
First Step in Phonics 4	Long Vowels	48 words
First Step in Phonics 5	Double Letters	60 words

### Compositions

Titles	Units	Pages (SB/WB)	ISBN
First Step in Phonics 1 – Student Book + Workbook + 1 MP3 CD	10	80/32	978-89-6037-312-9
First Step in Phonics 1 – Classroom Teacher's Guide (Book)	10	56	978-89-6884-008-1
First Step in Phonics 2 – Student Book + Workbook + 1 MP3 CD	10	80/32	978-89-6037-313-6
First Step in Phonics 2 – Classroom Teacher's Guide (Book)	10	60	978-89-6884-009-8
First Step in Phonics 3 – Student Book + Workbook + 1 MP3 CD	10	80/32	978-89-6037-314-3
First Step in Phonics 3 – Classroom Teacher's Guide (Book)	10	60	978-89-6884-010-4
First Step in Phonics 4 – Student Book + Workbook + 1 MP3 CD	8	68/28	978-89-6037-315-0
First Step in Phonics 4 – Classroom Teacher's Guide (Book)	8	48	978-89-6884-011-1
First Step in Phonics 5 – Student Book + Workbook + 1 MP3 CD	10	80/32	978-89-6037-316-7
First Step in Phonics 5 – Classroom Teacher's Guide (Book)	10	56	978-89-6884-012-8

### Student Book



### Workbook



### Cursive Handwriting Worksheet



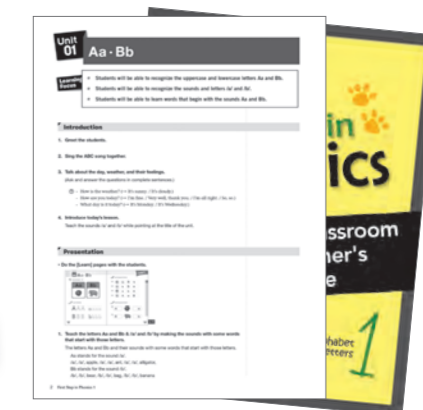
### Test Set



### Flashcards



### Teacher's Book



2 Review Tests + 1 Final Test / per every SB

Sample Pages from the Student Book

**Unit 01 Aa · Bb**

Listen and chant.

**Aa Bb**

Learn

Circle the partner letters.

1. A a B b  
2. a A  
3. B a  
4. b a A B

Write the partner letters.

1. A a  
2. B b

Trace the letters.

A A A a a a a  
B B B b b b b

Chants and picture presentation of learning targets.

Age-appropriate activities for checking understanding.

Exercises for practicing the fundamentals of writing the alphabet.

From First Step in Phonics 1

**Alphabet Story**

Listen and read aloud.

A bear!  
A banana is on the bear.  
An apple is on the banana.  
An ant is on the apple.

Check Up

Listen and check.

1. a b 2. A B 3. b a 4. B A

Listen and write the partner letters.

1. [ ] b [ ] 2. [ ] [ ]

Listen and circle.

1. b a 2. B a 3. A b

Listen and circle.

1. [ ] [ ] [ ]  
2. [ ] [ ] [ ]

Read and write.

The story contains each unit's target vocabulary, which provides a review and reinforcement of the unit's material.

Wrap up the whole unit and check the students' understanding.

Sample Pages from the Workbook

**Practice**

Listen and repeat.

Aa Bb

Match.

A a B b

Circle and write.

Aa Bb Aa Bb  
Aa Bb Aa Bb

Practice activities that show the relationship between letters and sounds.

**Unit 01 Aa · Bb**

Say and write.

Aa Bb

Circle the partner letters and write them.

1. A a C B B A  
B c b A c a

Write and match.

1. A [ ]  
2. [ ] b  
3. [ ] a  
4. B [ ]

The workbook includes more writing activities that review the words and stories from the student book.

From the Alphabet to Phonemic Awareness!

# GO,GO! PHONICS

Phonics is a very important skill which helps ESL/EFL students become good readers. *Go,Go! Phonics* is a four-level phonics series for beginners. Beginning with the alphabet, this series introduces phonics from A to Z. Crucial elements in learning phonics, such as phonemic awareness, decoding skills, letter recognition, and vocabulary acquisition, are included throughout the series.

Every student book has two interactive hybrid CDs that provide an e-book and a variety of multimedia contents which make teachers and students enjoy learning in an interesting way. Each CD supports content-area lessons with activities in an engaging, visual, and interactive way designed to reach all learners. With *Go,Go! Phonics*, students will build a solid foundation in spelling and become proficient readers.

**LEVEL** BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Flashcards
- Answer Key
- Cursive Handwriting Worksheet
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Essential phonics to build up phonemic awareness
- » A variety of activities for developing listening, reading, and writing skills
- » Fun chants and stories that help learners with vocabulary acquisition
- » Interactive Hybrid CD containing effective e-textbooks and fun multimedia games and activities

### Contents

Titles	Main Topics or Curriculum	Target Vocabulary
Go,Go! Phonics 1	Alphabet Sounds	78 words
Go,Go! Phonics 2	Short Vowels	80 words
Go,Go! Phonics 3	Long Vowels	80 words
Go,Go! Phonics 4	Double Letter Sounds	100 words

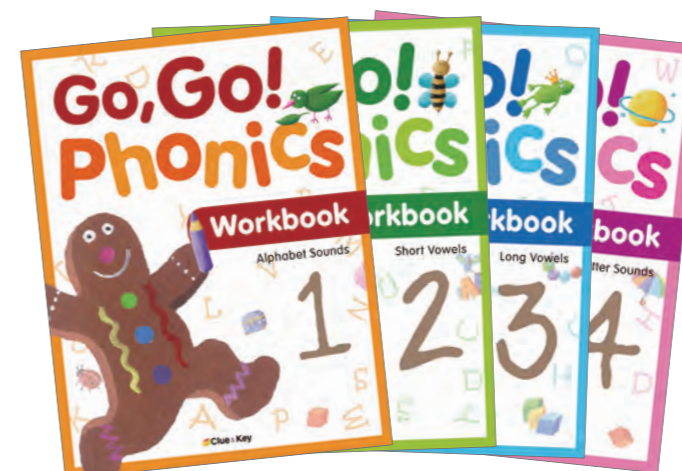
### Compositions

Titles	Units	Pages	ISBN
Go,Go! Phonics 1 – Student Book + 2 Hybrid CDs	8	96	978-89-6210-300-7
Go,Go! Phonics 1 – Workbook	8	40	978-89-6210-301-4
Go,Go! Phonics 1 – Classroom Teacher's Guide (Book)	8	48	978-89-6884-013-5
Go,Go! Phonics – Alphabet Flashcard Book	-	224	978-89-6210-417-2
Go,Go! Phonics 2 – Student Book + 2 Hybrid CDs	10	112	978-89-6210-302-1
Go,Go! Phonics 2 – Workbook	10	48	978-89-6210-303-8
Go,Go! Phonics 2 – Classroom Teacher's Guide (Book)	10	64	978-89-6884-014-2
Go,Go! Phonics 3 – Student Book + 2 Hybrid CDs	10	112	978-89-6210-304-5
Go,Go! Phonics 3 – Workbook	10	48	978-89-6210-305-2
Go,Go! Phonics 3 – Classroom Teacher's Guide (Book)	10	68	978-89-6884-015-9
Go,Go! Phonics 4 – Student Book + 2 Hybrid CDs	10	112	978-89-6210-306-9
Go,Go! Phonics 4 – Workbook	10	48	978-89-6210-307-6
Go,Go! Phonics 4 – Classroom Teacher's Guide (Book)	10	68	978-89-6884-016-6

### Student Book



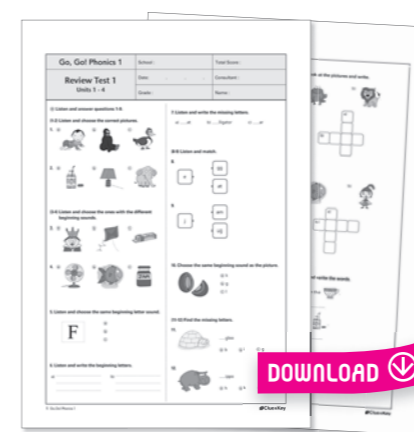
### Workbook



### Cursive Handwriting Worksheet



### Test Set

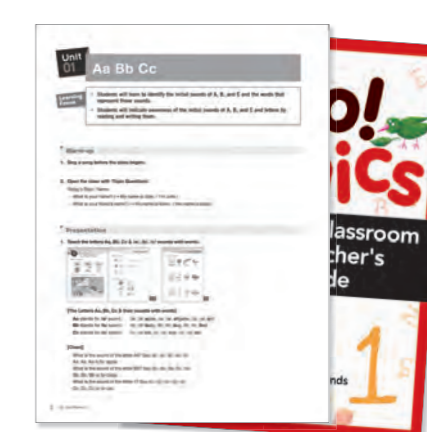


2 Review Tests + 1 Final Test / per every SB

### Flashcards



### Teacher's Book



Sample Pages from the Student Book

From Go,Go! Phonics 1

Students can learn to write letters in the correct order.

**Unit 01** Aa Bb Cc

Listen and chant.

Aa Bb Cc

Find the letters in the picture. Then color them.

Trace and write.

Write the partner letters.

Let's Learn!

New target letters and words are introduced with audio. The enjoyable chant and coloring activity keep students focused and motivated.

Students practice the target letters, sounds, and related words through various listening tasks.

**Word Power**

Listen and repeat.

Aa apple alligator ant

Bb baby bag bed

Cc cat cup car

**Sound Power**

Listen and put on the right stickers.

Listen and circle the two pictures that begin with the same sound.

Target sounds and words are learned with full-color illustrations.

Students can achieve the goal of writing the target letters and reinforce the target letters, sounds, and words.

**Writing Power**

Look, circle, and write.

1. a pple

2. a at

3. b ag

4. c lligator

5. a aby

6. b up

**Let's Play!**

Find and color the words with the same beginning sound.

Put on the right stickers.

1. aby

2. at

3. ag

4. pple

5. ar

6. lligator

The coloring and sticker activity will grab students' attention. These allow the students to review what they learned in the unit.

The target words are reviewed in an interesting phonics story and chant.

**Story Time**

Listen and read aloud.

The ant is on the cup.  
The apple is on the bag.  
The cat is on the toy car.  
Where are they?  
They are all on the bed.

**Let's Check!**

A Listen and circle the right letters.

B Listen and choose the right picture.

C Look and write the beginning letters.

D Match the beginning letters to make complete words.

Through the check-up test, students can review what they learned in each unit.

Sample Pages from the Workbook

The workbook includes further spelling, writing, and reading activities to strengthen phonics skills.

Unit 01 Aa Bb Cc

Trace and write.

Cc Bb Aa

Bb Aa Cc

Color the partner letters.

Aa Bc Cc

Bb Ab

Match the correct beginning sound.

Bb Aa Cc

Read and circle the correct picture.

1 baby

2 ant

3 car

Various Multimedia Contents for FUN

Sounds and Letters

Let's Write

Learning Words

Let's Read – LOOK

Let's Read – CHANT

Let's Read – READ

Unit Test

Unit Test

Unit Test

Let's Have Fun 1

Let's Have Fun 2

Review Game

Interactive Learning with Special CDs

Each student book includes 2 hybrid CDs, which have both audio tracks for the student book and multiple interactive components. As the student book is found in e-book format in the CDs themselves, teachers can use these CDs as electronic textbooks as well. And the additional fun and interactive activities on the CDs can help learners achieve their learning goal better in each unit.

Enjoy Special E-book

- 1 **Audio player** \_ Students can listen to the audio files.
- 2 **Media player** \_ Students can see and enjoy our multimedia contents.
- 3 **Draw** \_ Teachers and students can use a colorful pen for their interactive whiteboard class.
- 4 **Bookmark** \_ Teachers and students can make their own notes on each page.
- 5 **Find** \_ Teachers and students can search for the words in the books.
- 6 **Index** \_ Teachers and students can see the entire contents of the books.
- 7 **Result** \_ Students can see their learning progress.

A Phonics Series that Introduces Phonics Naturally

# NEW PLUS PHONICS

*New Plus Phonics* is an easy and fun three-book phonics series developed for high-beginners. This series introduces higher-level of phonics and blending skills naturally through music, songs, words, and interesting stories. This series provides fun ways for children to interact with each other while offering explicit support for developing phonological awareness. Every element is designed for children to practice decoding skills and develop 4 skills together.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Flashcards
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Comprehensive program designed to improve spelling, reading, listening, and writing
- » Easy and fun to teach with lots of songs, chants, stories, and activities
- » Stories that present various phonemic patterns through wonderful full-color illustrations using high-frequency vocabulary
- » Funny and engaging cartoon stories to review the entire units
- » Assessment tests per 3 units for partial check-up and 1 final test for covering all units

### Contents

Titles	Main Topics or Curriculum	Target Vocabulary
New Plus Phonics A	Initial Consonants, C+V+C Syllable Building	159 words
New Plus Phonics B	Short Vowels, Rhyming Family, Blends, Ending Blends	159 words
New Plus Phonics C	Long Vowels, Diphthongs, R-Controlled Vowels, Digraphs, Ending Digraphs	164 words

### Compositions

Titles	Units	Pages (SB/WB)	ISBN
New Plus Phonics A – Student Book+Workbook+1 MP3 CD	16	112/68	978-89-6884-017-3
New Plus Phonics A – Classroom Teacher's Guide (Book)	16	84	978-89-6884-026-5
New Plus Phonics B – Student Book+Workbook+1 MP3 CD	13	104/72	978-89-6884-018-0
New Plus Phonics B – Classroom Teacher's Guide (Book)	13	60	978-89-6884-027-2
New Plus Phonics C – Student Book+Workbook+1 MP3 CD	12	104/72	978-89-6884-019-7
New Plus Phonics C – Classroom Teacher's Guide (Book)	12	56	978-89-6884-028-9

### Student Book



### Workbook

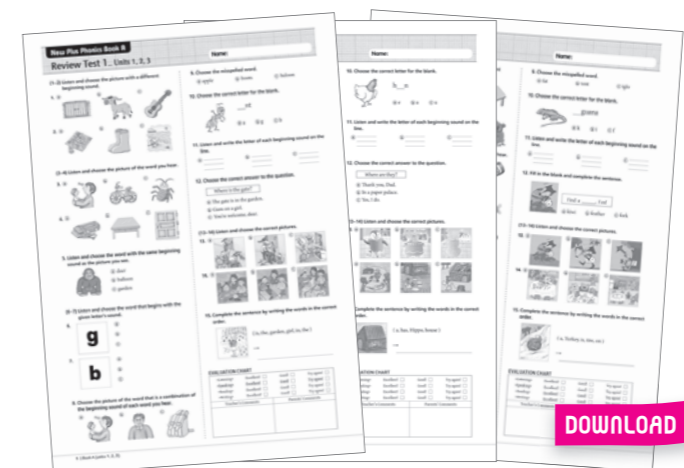


### Flashcards

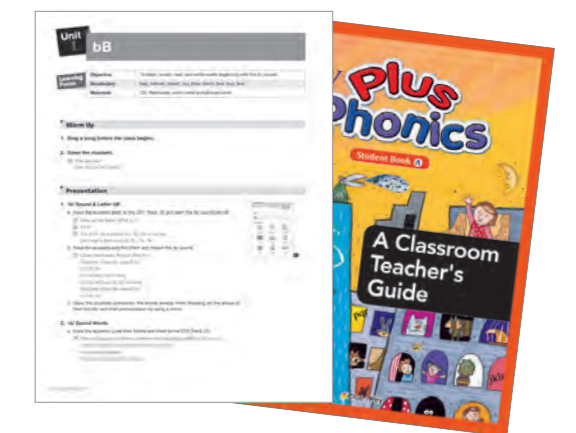


### Test Set

- Book A\_6 Review Tests + 1 Final Test
- Book B\_5 Review Tests + 1 Final Test
- Book C\_6 Review Tests + 1 Final Test



### Teacher's Book















Sample Pages from the Student Book

From New Plus Phonics B

**Unit 4** Short Vowel /o/ Sound Picture

Listen and write the beginning sound of each word.

box, dot, fox, god, hop, hot, mop, ned, ox, pot, rod, top

Key vocabulary is given in context with pictures and reinforced through chants.

Target vocabulary is presented with clear illustrations.

5-6 assessment tests are provided in each book.

**Review with Cartoon Story**






















**Picnic at the Beach**

We are at the beach. Who took my cake? Camel did.

Who took my fork? Hippo did. Who took my apple? Elephant did.

Who took my cookies? Seagull did. Say cheese.

**TEST 5 (p.66 - p.81)**

- Listen and choose the picture beginning with the /s/ sound.
  - a 
  - b 
  - c 
  - d 
- (2-3) Listen and circle yes if the letter in the box matches with the beginning sound or circle no if not.
  - 2.  j  yes  no
  - 3.  s  yes  no
- Listen and make a word by collecting each beginning sound.
  - a 
  - b 
  - c 
  - d 
- (5-6) Listen and cross out the picture with a different beginning sound.
  - 5.    
  - 6.    
- (7-9) Listen and write the letter of beginning sound on the line.
  - 7.  \_\_\_\_\_
  - 8.  \_\_\_\_\_
  - 9.  \_\_\_\_\_
- Listen and write the number of words you hear beginning with the /j/ sound.

Students can review the target vocabulary with the fun and engaging cartoon stories.

Sample Pages from the Workbook

The workbook contains a variety of activities that make the lesson more enjoyable, which provides further practice of phonemic awareness.

**Hot Pot**

Ox has a mop.  
Fox has a top. 1


God has a rod.  
Fox hops around. 3


The story section of each unit can be cut and made into a mini book. This will help students get more of a sense of accomplishment when reading.


Complete the word and match it to the correct picture.


bag balloon each ike ools


Unscramble, find and complete the sentence.


GAB [ ] [ ] [ ] 


LONLAOB [ ] [ ] [ ] [ ] [ ] [ ] 


KIBE [ ] [ ] [ ] [ ] 

TOOBS [ ] [ ] [ ] [ ] 

CEHBA [ ] [ ] [ ] [ ] 

XBO [ ] [ ] [ ] 






BGU [ ] [ ] [ ] 

UBS [ ] [ ] [ ] 

I [ ] [ ] V [ ] M [ ] M!

Read and write.

Word Bank: bag, bug, bus, box, boot

-  A big \_\_\_\_\_!
-  A big \_\_\_\_\_!
-  A big \_\_\_\_\_!
-  A big \_\_\_\_\_!
-  A big \_\_\_\_\_!



Experience the Magic of Phonics Reading

# PHONICS STORY

*Phonics Story* is a six-book phonics series for lower-beginners. This series is designed for children to learn the critical phonics skills necessary to ensure successful independent reading. Familiar stories and settings introduce children to a wider vocabulary and rich phonics practice with high frequency words will help children to build their confidence in reading.

**LEVEL** LOWER-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- MP3 Files
- Worksheet

### Key Features

- » Stories that help to build up a strong foundation in reading
- » Sentence patterns found in daily English
- » Lively songs and chants to help children practice in a natural way
- » A wide variety of fun activities in the workbook
- » Supplementary flashcards in the book

## Contents

Titles	Main Topics or Curriculum	Target Vocabulary
Phonics Story 1: <i>A Birthday Gift</i>	Beginning Consonants 1	16 words
Phonics Story 2: <i>We Are the Best!</i>	Beginning Consonants 2	16 words
Phonics Story 3: <i>A Magic Boy</i>	Short Vowels	16 words
Phonics Story 4: <i>Little Lion's Day</i>	Consonants + Short Vowels	16 words
Phonics Story 5: <i>Ride to a Star!</i>	Long Vowels	16 words
Phonics Story 6: <i>Where Is My Frog?</i>	Double Letters	16 words

## Compositions

Titles	Pages (SB/WB)	ISBN
Phonics Story 1: <i>A Birthday Gift</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-781-3
Phonics Story 2: <i>We Are the Best!</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-782-0
Phonics Story 3: <i>A Magic Boy</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-783-7
Phonics Story 4: <i>Little Lion's Day</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-784-4
Phonics Story 5: <i>Ride to a Star!</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-785-1
Phonics Story 6: <i>Where Is My Frog?</i> – Storybook+Workbook+1 Audio CD	28/8	978-89-6037-786-8

## Storybook



## Workbook



Sample Pages from the Student Book

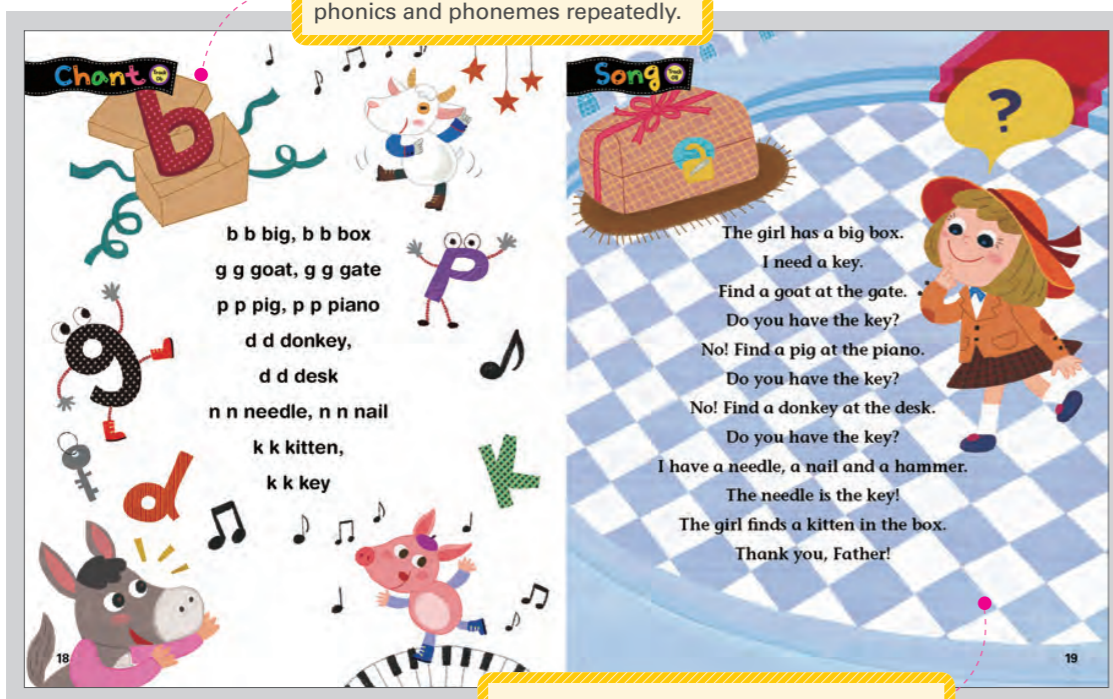
From A Birthday Gift



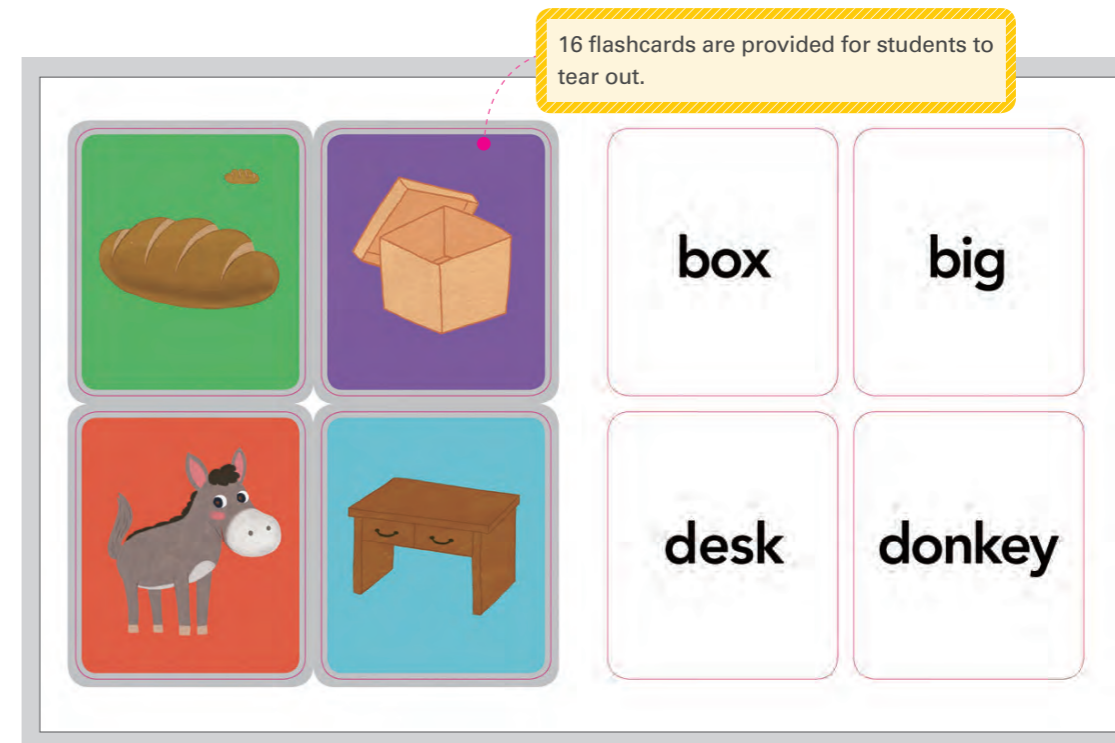
Each story builds up a strong foundation in reading with each target word.

Charming illustrations appealing to children arouse and maintain their interests.

Chants will help children to practice phonics and phonemes repeatedly.



Children can be inspired by this charming song with the sentences from the story.



16 flashcards are provided for students to tear out.

Sample Pages from the Workbook

The workbook provides a variety of activities, such as coloring, maze, matching, and picture comprehension, reviewing all letters and sounds from the student book.



Provide a Solid Bridge from Phonics to Reading

# FIRST STEP IN READING

How does reading help children's English proficiency? If your students can read aloud by themselves, they can learn some grammar, structure patterns and vocabulary at the same time. It means they can get word recognition and comprehension through the process of constructing meaning from written texts.

*First Step in Reading* is a three-level reading course that helps beginners develop their reading skills. This series is like a bridge between phonics and reading as the lessons are based on phonics words. Students can practice some sentence patterns in the story and experience reading comprehension, listening, and writing. And they will make their own output while enjoying its learning activities such as games, drawings, and tongue-twisters.

**LEVEL** BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Fun stories with phonics words to reinforce comprehensive reading skills
- » Picture dictionary for each unit
- » Tongue twisters to make sure the children pronounce new words well
- » Creative activities such as songs, games, and mini-books for review and fun
- » Critical thinking activities enhancing children's ability to make their own story

## Contents

Titles	Main Topics or Curriculum	Word Count
First Step in Reading 1	Stories with Consonant Sound Words	40~55 words
First Step in Reading 2	Stories with Short Vowel and Blend Sound Words	45~60 words
First Step in Reading 3	Stories with Long Vowel and Digraph Sound Words	55~65 words

## Compositions

Titles	Units	Pages (SB/WB)	ISBN
First Step in Reading 1 – Student Book + Workbook + 1 MP3 CD	8	80/32	978-89-6210-369-4
First Step in Reading 1 – Classroom Teacher's Guide (Book)	8	44	978-89-6037-847-6
First Step in Reading 2 – Student Book + Workbook + 1 MP3 CD	8	80/32	978-89-6210-370-0
First Step in Reading 2 – Classroom Teacher's Guide (Book)	8	44	978-89-6037-848-3
First Step in Reading 3 – Student Book + Workbook + 1 MP3 CD	8	80/32	978-89-6210-371-7
First Step in Reading 3 – Classroom Teacher's Guide (Book)	8	44	978-89-6037-849-0

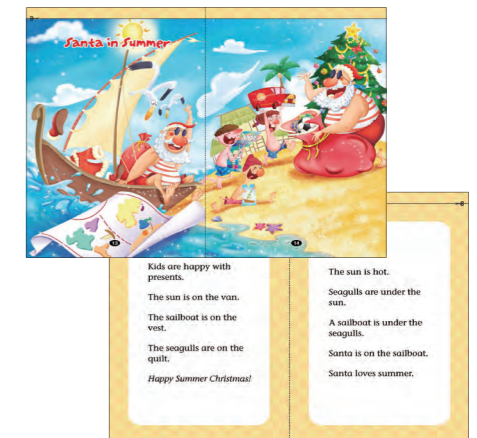
## Student Book



## Workbook

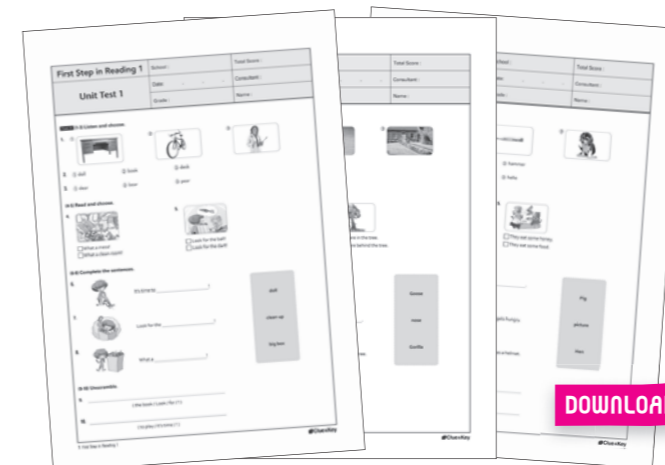


## Make your own book

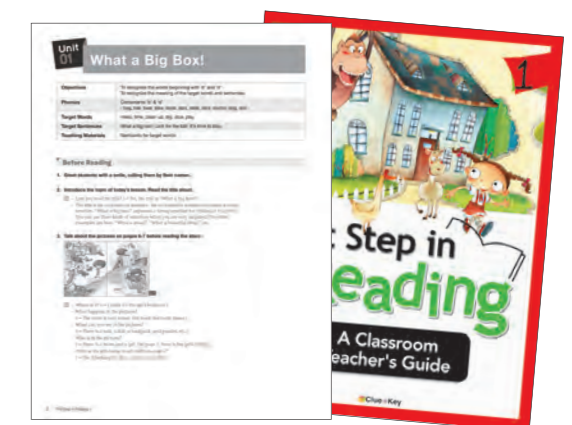


## Test Set

8 Unit Tests / per every SB



## Teacher's Book



Sample Pages from the Student Book

From First Step in Reading 1

An enjoyable phonics-based story accompanied by eye-catching illustrations.

T/F statements check students' understanding of the main story.

Guided writing activity focusing on questions and answers.

Phonics exercises checking sounds and letters.

The fun wrap-up activity helps reinforce what students have learned in the main story.

Speaking activity through tongue twisters.

Sample Pages from the Workbook

Various questions that enhance reading comprehension skills.

Listening exercises to review the target sentences of the main story.

Practicing summary and mapping skills.

The workbook provides vocabulary review and sentence completion activities.

With a Variety of Fun Activities, Have a Fun Time Reading and Doing!

# READ & DO

*Read & Do* is a three-level reading series specially designed for young learners who are just about to start reading. The stories closely related to learners' real lives, and the attractive illustrations and cute characters help them get motivated at an early stage of reading. All of the sections consist of a variety of topic-based activities rather than normal checkup questions or repeated exercises. By doing these activities, learners will build a variety of reading skills and core sentence patterns which are essential for reading fluency, and keep learning and finally come to enjoy it. Especially, different kinds of warm-up activities activate learner's background knowledge about topics and new vocabulary. In addition, through the gradual three-step reading process, learners can focus on reading without any sense of boredom.

**LEVEL** BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- MP3 Files
- Teacher's Guide
- Flashcards
- Unit Sample
- Answer Key

### Key Features

- » Fun topics and stories that are familiar to young learners
- » 25% of nonfiction stories to help acquire not only language skills but information
- » Warm-up activities and questions to lead learners to get motivated
- » Gradual three-step reading process to help learners focus on reading
- » A variety of enjoyable activities to check comprehension
- » Sections for other language skills to build up proficiency equally

### Contents

Titles	Main Topics or Curriculum	Sight Words	Word Count
Read & Do 1	Colors & Shapes, People, Things, Food, Home, Animals, Bodies, Rules	80 words	30~40 words
Read & Do 2	Shopping, Weather & Seasons, Holidays, Places, Sports, Travel, Dream, Future Plan (Including 25% of Nonfiction)	80 words	40~50 words
Read & Do 3	Characters, The Environment, Health, The World, Entertainment, Lives, Activities, Sleeping (Including 50% of Nonfiction)	80 words	50~60 words

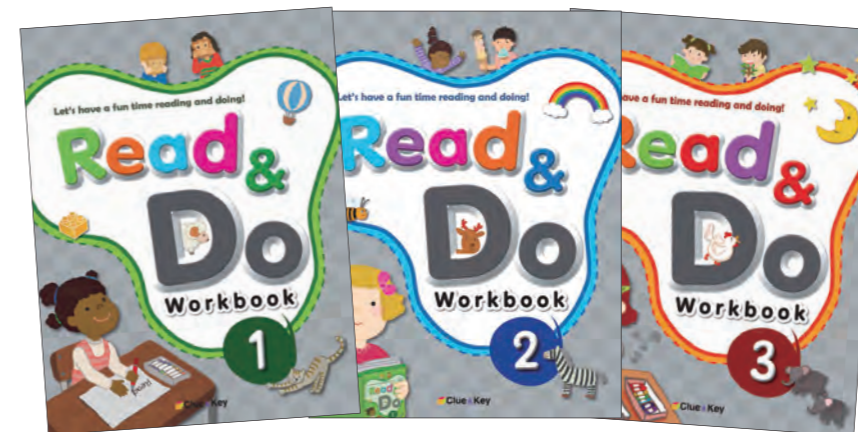
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Read & Do 1 – Student Book + Workbook + 1 MP3 CD	16	80/32	978-89-6884-487-4
Read & Do 1 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-509-3
Read & Do 2 – Student Book + Workbook + 1 MP3 CD	16	80/32	978-89-6884-488-1
Read & Do 2 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-510-9
Read & Do 3 – Student Book + Workbook + 1 MP3 CD	16	80/32	978-89-6884-489-8
Read & Do 3 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-511-6

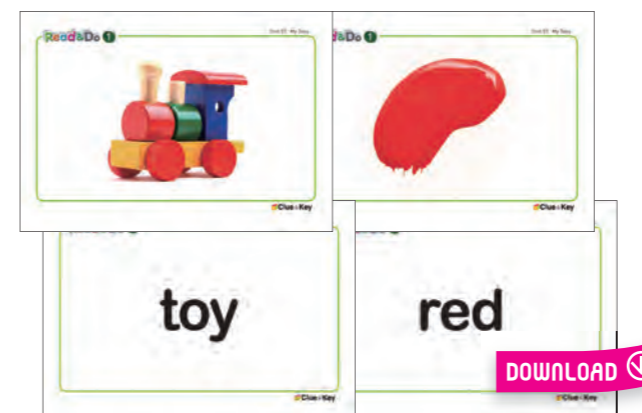
### Student Book



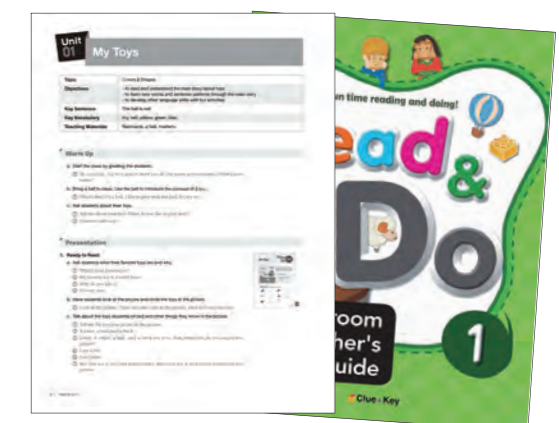
### Workbook



### Flashcards



### Teacher's Book



Sample Pages from the Student Book

Learners can do some activities and answer the questions using the main picture before they start reading the story.

From Read & Do 1

**Mom, Can I...? Unit 01**

**Look & Read**

Track 1 Listen, point, and read silently.  
2 Listen, read, and circle the new words.  
3 Read aloud.

Mom makes muffins and cookies.  
Mmmm... They smell good!  
**There are ten muffins.**  
**There are five cookies.**  
Oh, my goodness!  
**There are eight muffins now.**  
They are in Jack's stomach!

**Ready to Read!**

- Circle the items you want.
- Talk about the words you know.

**NEW WORDS** Listen and trace. Track 1

pink dress  
sweater purple  
hat

**Write again.**

**Quiz**

There are \_\_\_\_\_ muffins now.  
a. ten b. five c. eight

Learners can read the stories more effectively through the gradual 3-step reading process.

Learners can notice the sentences highlighted in yellow, which have the key grammar pattern.

Learners check their understanding by answering a simple quiz.

To get ready to read, learners listen to the new key sight words from the story and trace them properly.

Learners do diverse activities such as coloring, completing charts, and matching for checking their comprehension.

Through choosing, completing, matching, and unscrambling, learners can master the key pattern of the unit.

**Read & Do**

**A Match and fill in the blanks.**

At the Amusement Park

Bob Dad Mom Bob's sister

ride the sit on the talk on the touch the flowers

**B Choose and complete the sentences.**

is talking sitting riding touching

- Bob's sister is riding the roller coaster.
- Dad is sitting on the bench.
- Mom is talking on the phone.
- Bob is touching the flowers.

**Do & Build**

**A Listen, circle, and repeat.** Track 1

- You should eat (breakfast / lunch).
- You (should / have to) exercise.

**B Complete, listen, and speak.** Track 1

You should \_\_\_\_\_

**C Look, match, and write.**

- breakfast
- exercise
- medicine

**D Unscramble and write the sentences.**

- You / stretch / should / .
- drink / You / should / lots of water / .

Learners complete sentences to practice the key pattern by using cute illustrations.

In every 4 units, learners can recheck what they have learned through fun activities.

**Review & Do**

**A Listen and number.** Track 1

**B Listen, choose, and color.** Track 1

**C Read and choose the correct picture.**

This is my family picture.  
This is my mom. She is pretty.  
This is my dad. He is tall.  
This is my dog Spooky. It is small and cute.  
This baby is me. How brave!

**D Read, match, and speak.**

- What's your name?
  - I'm from France.
  - I'm Jason.
  - I'm Tina.
  - I'm from Japan.
- Where are you from?

Sample Pages from the Workbook

**Who Is Prettier? Unit 01**

**A Look and circle.**

- pretty prince
- dwarf queen
- pretty short
- prince dwarf

**B Connect the puzzles and write.**

ta nce  
pre rf  
pri ll tall  
dwa tty

**C Unscramble and write.**

- I / prettier / than / am / Sue / .
- My mom / is / than / shorter / my dad / .
- We / older / are / than / Tim and Milo / .

**D Listen and fill in the blanks by using Word Box.** Track 1

Kate likes reading books.  
She likes *Snow White* best.  
Snow White is 1 \_\_\_\_\_ than the queen.  
The queen is older 2 \_\_\_\_\_ Snow White.  
The seven 3 \_\_\_\_\_ are shorter than the 4 \_\_\_\_\_.  
But they are 5 \_\_\_\_\_ than the others.  
She likes the seven dwarfs best.

The workbook provides a variety of entertaining activities such as matching, connecting the puzzles, unscrambling, dictation, and so on.

An Early-Year Elementary Reading Series  
with Stories about the Daily Lives of Different Characters

# READ AND GROW

*Read and Grow* is an English reading course that helps high-beginners to develop their reading skills. This series has four special characters from different countries—Canada, America, and England—that show a delightful mixture of stories with familiar settings. Discussing these stories and talking about the students' own experience will help them make sense of things in their lives and the way they feel about them. In addition, students can start to use various graphic organizers to organize the information into their thinking and create the mental framework needed for comprehension.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » A variety of stories telling about each character's fun and exciting activities
- » 5 learning objectives: story, vocabulary, understanding, listening, and writing
- » 4 reading skills: main idea, details, sequencing, and character analysis
- » Workbook that enhances the students' vocabulary and writing skills

### Contents

Titles	Main Topics or Curriculum	Word Count
Read and Grow 1	The story of Kate's daily life	35–50 words
Read and Grow 2	The story of David's daily life	45–60 words
Read and Grow 3	The story of Justin's and Mike's daily lives	55–70 words

### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Read and Grow 1 – Student Book+Workbook+1 Audio CD	16	68/32	978-89-6037-297-9
Read and Grow 1 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-029-6
Read and Grow 2 – Student Book+Workbook+1 Audio CD	16	68/32	978-89-6037-298-6
Read and Grow 2 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-030-2
Read and Grow 3 – Student Book+Workbook+1 Audio CD	16	68/32	978-89-6037-299-3
Read and Grow 3 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-031-9

### Student Book



### Workbook



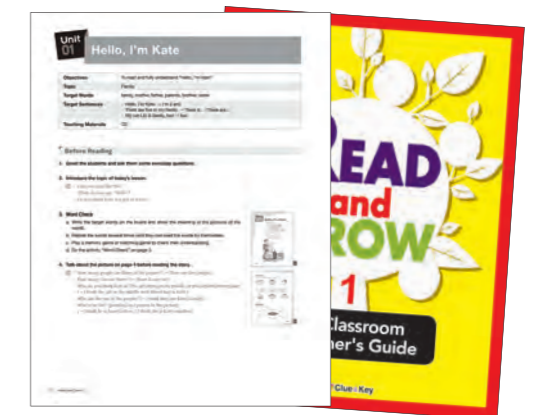
### Test Set

16 Unit Tests / per every SB



DOWNLOAD

### Teacher's Book



Sample Pages from the Student Book

**UNIT 01 Hello, I'm Kate**

Hello, I'm Kate.  
There are five in my family.  
I love my mother and father.  
They are good parents.  
I have one brother and one sister.  
Their names are Tom and Pat.  
Meow!  
Oh, there are six in my family.  
My cat Lily is family, too!

**Word Check**  
Look at the pictures and write the words in the blanks.

family    parents    mother    brother    father    sister

**Organizing**  
Think and complete the chart.

```

    graph TD
      A((me)) --- B((My family))
      B --- C((f))
      B --- D((m))
      B --- E((b))
      B --- F((s))
      B --- G((Lily))
  
```

Using the graphic organizer, students summarize the main story.

From Read & Grow 1

A variety of stories telling about each character's daily life.

This helps students to learn key words through illustrations.

**Kate's Family**  
Kate, Lily, Dad, Mom, Brother Tom, Sister Pat

**David's Family**  
David, Cliff, Grandma, Mom Baby Ann, Dad

**Justin and Mike's Family**  
Justin, Mike, Prince, Dad, Mom

Each book features 4 main characters from 3 different countries — Canada, America, and England. Every character has a unique personality.

Sample Pages from the Workbook

**Understanding the Story**  
Choose the best answers.

- What is the main idea of the story?  
a) Kate's parents  
b) Kate's house  
c) Kate's family
- There are \_\_\_\_\_ in Kate's family altogether.  
a) four    b) five    c) six
- Kate has \_\_\_\_\_ sister(s).  
a) no    b) one    c) two
- Lily is the name of Kate's \_\_\_\_\_.  
a) cat    b) brother    c) sister
- What is the sentence for the picture?  
a) There are five in my family.  
b) I love my mother and father.  
c) Their names are Tom and Pat.

**Listening Practice**  
Listen and fill in the blanks.

\_\_\_\_\_, I'm Kate. There are five in my \_\_\_\_\_.  
I love my mother and \_\_\_\_\_ and one sister. Oh, there are six in my family. My \_\_\_\_\_ is my family, too!

**Writing Practice**  
Complete the story. Add your ideas.

Hello, I'm \_\_\_\_\_ (your name).  
There are \_\_\_\_\_ in my family. (three / four / five)  
I have \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s). (no / one / two) (no / one / two)  
I love my family.

Questions check students' understanding of the main story.

In this section, students can review the unit's key words through listening dictation.

It allows students to write their own stories by completing the blanks.

**UNIT 01 Hello, I'm Kate**

**A. Write the meaning of the word in your mother language. Then write each word three times.**

- family \_\_\_\_\_
- mother \_\_\_\_\_
- father \_\_\_\_\_
- parents \_\_\_\_\_
- brother \_\_\_\_\_
- sister \_\_\_\_\_

**B. Write the word for each sentence. Use the words above.**

- My [ ] is a police officer.
- My [ ] likes flowers very much.
- My [ ] are kind to us.
- My [ ] is very pretty.
- My [ ] is very handsome.
- My [ ] is happy.

**C. Write the word for each sentence.**

- What's your \_\_\_\_\_ ?
- She is a \_\_\_\_\_ sister.
- I \_\_\_\_\_ my family.

**D. Match the sentence parts. Write the sentences in the blanks.**

- Hello, \_\_\_\_\_ parents.
- They are good \_\_\_\_\_ my mother and father.
- There are six \_\_\_\_\_ I'm Kate.
- I love \_\_\_\_\_ in my family.

**E. Translate each sentence into your mother language.**

- There are five in my family.
- I have one brother and one sister.
- Their names are Tom and Pat.

The workbook provides various writing exercises such as sentence completion, translation into the mother language, etc.



A High-Grade Elementary Reading Text Providing Topic-Based Articles

# READING PLUS

*Reading Plus* is a three-level reading series that helps lower-intermediate level learners develop their reading skills. It provides various types of reading genres and a huge variety of topics. One theme has four different genres of reading passages with similar topics in order that students can focus on the vocabularies from the same category. With the summarizing practice, students can learn to synthesize and analyze information, identify key concepts, and eliminate extraneous information. The systematic activities such as the warm-up questions, listening quizzes, and grammar tips help students expand and upgrade their English proficiency level.

**LEVEL** LOWER-INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Various types of reading genres: classic tales, fiction stories, and nonfiction articles
- » High-interest topics appealing to elementary school students in higher grades
- » Before-reading questions that help students build comprehension and understand new words
- » Workbook with reviews of words, sentences, and grammar

### Contents

Titles	Main Topics or Curriculum	Word Count
Reading Plus 1	Animals, Arts, Nature, Holidays	95~115 words
Reading Plus 2	Plants, Clothes, Food, School	115~130 words
Reading Plus 3	Ocean, Job, Money, Space	130~150 words

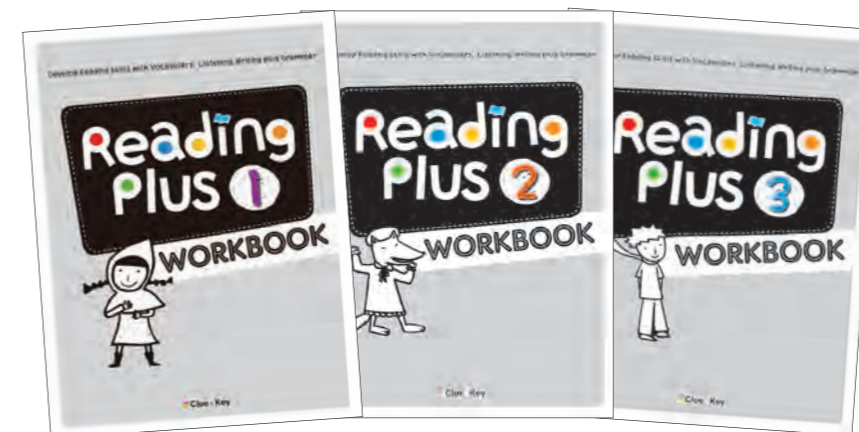
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Reading Plus 1 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-114-0
Reading Plus 1 – Classroom Teacher's Guide (Book)	16	68	978-89-6037-844-5
Reading Plus 2 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-115-7
Reading Plus 2 – Classroom Teacher's Guide (Book)	16	68	978-89-6037-845-2
Reading Plus 3 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-116-4
Reading Plus 3 – Classroom Teacher's Guide (Book)	16	68	978-89-6037-846-9

### Student Book

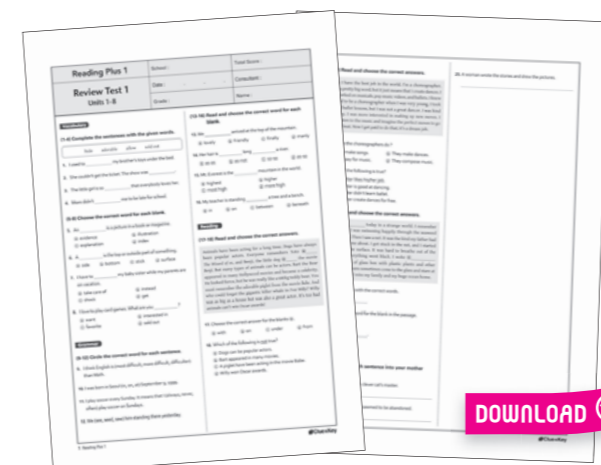


### Workbook

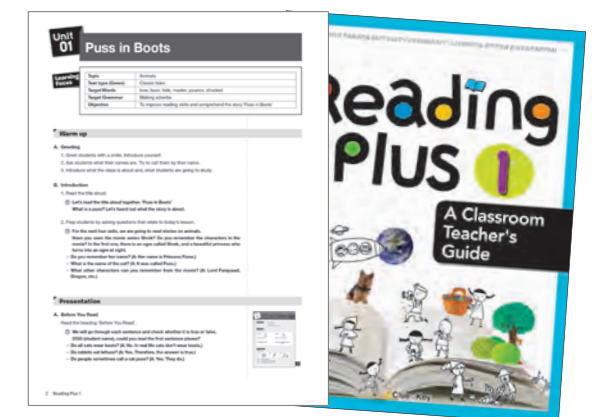


### Test Set

2 Review Tests + 1 Final Test / per every SB



### Teacher's Book



Sample Pages from the Student Book

From Reading Plus 1

**Unit 01 Puss in Boots**

**Before You Read**  
Read and check.  
1. All cats wear boots. True False  
2. Rabbits eat lettuce. True False  
3. People sometimes call a cat puss. True False

**New Words**  
Listen and repeat.  
1. **hide**: 2. **bow**:   
3. **master**: owner 4. **favor**: an act of kindness  
5. **shocked**: surprised 6. **pounce**: to jump on something suddenly

**New Sentences**  
Write a, b, or c.  
 1  The king is shocked.  
 2  Puss in Boots bows before the king.  
 3  Puss in Boots pounces on the bag.

Before reading, students have a chance to stimulate their interest in reading by reading some sentences.

This section introduces new words and phrases related to the unit. Key words are presented in a dictionary format.

Pre-reading exercise through matching illustrations with key sentences from the story.

**Vocabulary**  
Fill in the blanks.  
master hides bow favor pounced shocked

1. In Korea, it is polite to \_\_\_\_\_ to older people.  
2. Who is the \_\_\_\_\_ of that horse on the grass?  
3. I was \_\_\_\_\_ when I heard about the accident.  
4. Suddenly, the lion \_\_\_\_\_ on the deer.  
5. Trish helped me with my homework, so I want to do her a \_\_\_\_\_.  
6. My brother \_\_\_\_\_ under the bed when he's scared.

**Summary**  
Listen to the summary and fill in the blanks.  
Puss in Boots \_\_\_\_\_ behind a bush and \_\_\_\_\_ on a rabbit. He goes to the palace and \_\_\_\_\_ before the king. He gives the king the rabbit as a \_\_\_\_\_ from his \_\_\_\_\_. The king is shocked and wants to \_\_\_\_\_ the clever cat's master.

**One-Minute Grammar!**  
You can add **ly** to an adjective to make an adverb.  
Adjective      Adverb  
quiet      →      quietly  
bad      →      badly

It allows students to review the key words in context through sentences.

It helps students to build up their summarizing strategies and listening skills by filling in the blanks.

This section focuses on correct grammar usage, which is helpful to learners when they read the story.

Sample Pages from the Workbook

**Puss in Boots**  
Topic: Cats  
Genre: Classic Tales

Puss in Boots hides quietly behind a bush. Soon, a rabbit hops right into his bag, which is full of lettuce. In a flash, he pounces on the bag and catches the rabbit. He takes the rabbit to the palace and bows before the king. "This is a gift from my master," he says to the king. The king is shocked because he's never seen a talking cat before. The cat wears boots and a hat! He wants to meet the clever cat's master and do a favor. This is how Puss in Boots helps his poor master.

**Details**  
Choose or write the answer.  
1. Puss in Boots \_\_\_\_\_ boots and \_\_\_\_\_.  
a) catches      b) helps  
2. Puss in Boots hides quietly behind a \_\_\_\_\_.  
a) bag      b) bush      c) house      d) palace  
3. Who does the king want to meet?  
a) the cat      b) the rabbit      c) the queen      d) Puss in Boots' master  
4. Where does Puss in Boots take the rabbit?  
- He takes the rabbit to the \_\_\_\_\_.

**Main Idea**  
Choose the main idea.  
a) How Puss in Boots catches a rabbit  
b) How Puss in Boots helps his poor master  
c) How Puss in Boots wears a hat and boots  
d) How the king meets Puss in Boots' master

**Organizing**  
Complete the chart.  
Puss in Boots catches a \_\_\_\_\_  
↓  
He gives the rabbit to the \_\_\_\_\_  
↓  
The king wants to do a \_\_\_\_\_ for Puss in Boots' master.

**Listening Quiz**  
1  Yes  No  
2  the king  a rabbit

World classics, fiction, nonfiction, and various other genres of stories are presented.

Multiple-choice and short answer questions that cover the details and main idea to check students' understanding of the story.

A simple listening quiz to check comprehension.

By completing the chart, students can organize the flow of the main story.

**Unit 01 Puss in Boots**

Write the meaning of the word in your mother language. Then write the words.

1 bow \_\_\_\_\_  
2 favor \_\_\_\_\_  
3 hide \_\_\_\_\_  
4 master \_\_\_\_\_  
5 pounce \_\_\_\_\_  
6 shocked \_\_\_\_\_

Choose the meaning for each underlined word.

1 Puss in Boots pounces on the bag.  
a) hides      b) jumps      c) finds  
2 The king is shocked.  
a) surprised      b) tired      c) bored

Fill in the blanks.

master favor hides

1 The king wants to do him a \_\_\_\_\_.  
2 Puss in Boots \_\_\_\_\_ behind a bush.  
3 Puss in Boots says, "this is a gift from my \_\_\_\_\_."

wants / to meet / he / the cat's master / .  
he / before / bows / the king / .  
takes / he / to the palace / the rabbit / .  
his / helps / Puss in Boots / poor master / .

Fill in the blanks. Use an adverb.

1 The turtle walked (slow) \_\_\_\_\_ toward the sea.  
2 She played the piano (perfect) \_\_\_\_\_.  
3 "I can't come out to play," Andrew said (sad) \_\_\_\_\_.  
4 The dog runs (quick) \_\_\_\_\_ to his master.  
5 The snake moves (silent) \_\_\_\_\_ through the bushes.  
6 I was (sudden) \_\_\_\_\_ woken up by a loud noise.

The workbook provides reviews of words and sentences from the main story. It also includes exercises to reinforce the understanding of grammar from the <One-Minute Grammar!> section in the student book.

Open Your World of Reading Through Improving Essential Reading Skills

# READING KEYS

*Reading Keys* is a systematically organized three-level reading series for learners of English from lower-intermediate to intermediate level. It provides numerous reading articles with different topics, including essential nonfiction reading materials on academic subjects. *Reading Keys* especially focuses on developing reading skills for effective reading comprehension. Reading skills help students learn how to read texts with a critical eye, how to read between the lines, and how to select important information from them. In addition, the various visual aids and before-and-after reading questions will allow students to apply their prior knowledge, integrate information, and transfer knowledge to a new situation in an interactive way. With the *Reading Keys* series, students will become more independent and competent readers of academic passages in English.

**LEVEL** LOWER-INTERMEDIATE TO INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- MP3 Files
- Teacher's Guide
- Answer Key

### Key Features

- » Detailed reading contents that are interesting and informative
- » Numerous before-and-after reading questions for building critical reading habits
- » Picture-reading questions for interpreting visual materials
- » Graphic organizer activities to learn and internalize essential reading skills
- » An intensive workbook with further reading comprehension activities
- » Various activities covering reading, writing, listening, and speaking skills

## Contents

Titles	Main Topics or Curriculum	Word Count
Reading Keys 1	Friends, Family, School, Movies, People, Daily Life, Nature, etc.	180 ~ 210 words
Reading Keys 2	Travel, Culture, Health, Historic People, Science, Technology, etc.	190 ~ 220 words
Reading Keys 3	Social Studies, Science, Geography, Architecture, History, etc.	200 ~ 230 words

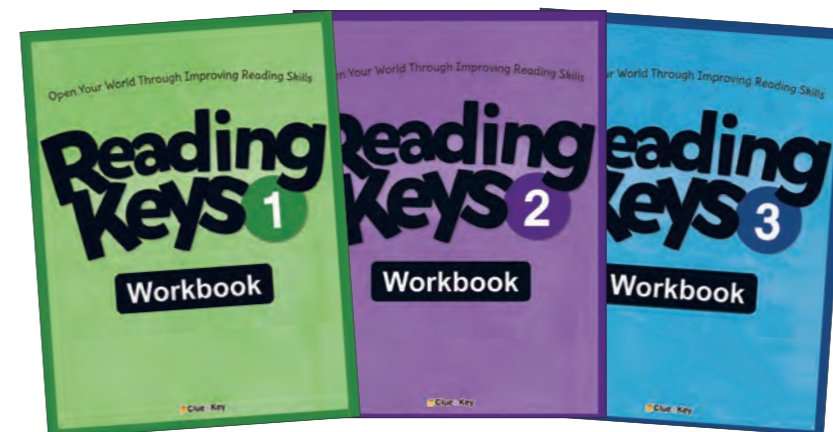
## Compositions

Titles	Units	Pages (SB/WB)	ISBN
Reading Keys 1 – Student Book + Workbook + 1 MP3 CD	16	72 / 48	978-89-6884-502-4
Reading Keys 1 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-512-3
Reading Keys 2 – Student Book + Workbook + 1 MP3 CD	16	72 / 48	978-89-6884-503-1
Reading Keys 2 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-513-0
Reading Keys 3 – Student Book + Workbook + 1 MP3 CD	16	72 / 48	978-89-6884-504-8
Reading Keys 3 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-514-7

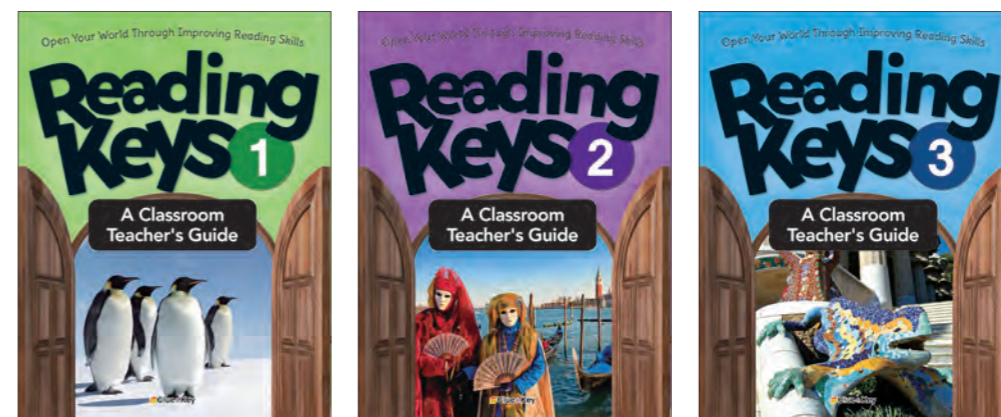
## Student Book



## Workbook



## Teacher's Book



Sample Pages from the Student Book

From Reading Keys 2

Talking about the main topic and relating pictures for activating background knowledge.

By checking the words in an English-English dictionary form, students can improve their vocabulary.

Students read a passage and review the vocabulary by finding the words after reading their meanings.

Students check their understanding of the reading passage by finding the main idea and checking the detailed information.

In this section, students practice interpreting visual materials by using the information they learned while reading the passage.

By filling in the blanks, students can learn the characteristics of each target reading skills.

Students read another reading passage related to the main topic. By deciding its title by themselves, they can check the main idea of the passage.

This reinforcement exercise allows students to fully understand and internalize the target reading skill.

By answering these questions, students can transfer the information they have learned to a new situation that includes talking about their own ideas.

Sample Pages from the Workbook

In the workbook, students can review the target words in a new context. It also has dictation activities for improving students' listening skills, and comprehension questions for Reading 2 parts will help students fully understand the passages.

Content Area Reading for Fostering English Skills and Academic Curiosity

# BIG QUESTIONS NEW

*Big Questions* is a three-level content area reading series designed for intermediate learners of English. This series aims to have students develop their abilities to read and understand nonfiction text features. As students' reading ability grows, the importance of reading expository texts becomes greater and greater. However, expository texts are more challenging to understand as they include new concepts and content-specific vocabulary. To have students become familiar with these expository texts in an easier and more interesting way, *Big Questions* focuses on what our students want to know about certain content area topics: curious questions about science, history, social studies, etc. By reading the given articles and finding the answers to these questions, students will learn how to process information in texts and will develop content area knowledge as well as English language skills.

**LEVEL** INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Teacher's Guide
- Dictation Test
- MP3 Files
- Answer Key
- Review Quiz

### Key Features

- » Familiar content area topics that are related to elementary school subjects
- » Articles with strong content and big questions that make students curious
- » *Prepare to Read* section for building background knowledge
- » Useful and academic vocabulary
- » Strong visual aids such as pictures, charts, and maps to help students understand nonfiction texts better
- » Comprehension questions, including reading skill practice
- » Summarizing and paraphrasing exercises to help students respond to the text

### Contents

Titles	Main Topics or Curriculum	Word Count
Big Questions 1	Why did the Egyptian civilization develop?, What do the Olympic rings mean?, Why do humans have different skin colors?, How is a president different from a king?, etc.	170~190 words
Big Questions 2	Are tomatoes vegetables or fruits?, Why do people grow older?, How can the needle of a compass find north every time?, Why are the plant leaves green?, etc.	190~210 words
Big Questions 3	How do roller coasters go up and down?, Why did Christopher Columbus sail to America?, Why is English used in many countries all over the world?, etc.	210~230 words

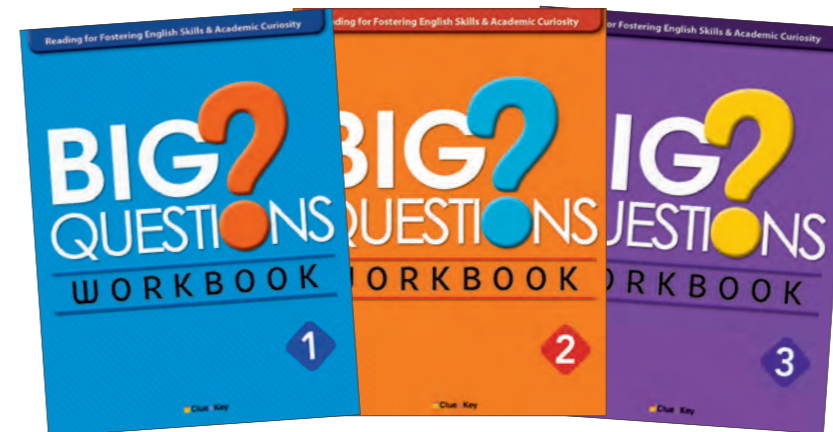
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Big Questions 1 – Student Book + Workbook + 1 Audio CD	16	112 / 32	978-89-6884-631-1
Big Questions 1 – Classroom Teacher's Guide (Book)	16		978-89-6884-637-3
Big Questions 2 – Student Book + Workbook + 1 Audio CD	16	112 / 32	978-89-6884-632-8
Big Questions 2 – Classroom Teacher's Guide (Book)	16		978-89-6884-638-0
Big Questions 3 – Student Book + Workbook + 1 Audio CD	16	112 / 32	978-89-6884-633-5
Big Questions 3 – Classroom Teacher's Guide (Book)	16		978-89-6884-639-7

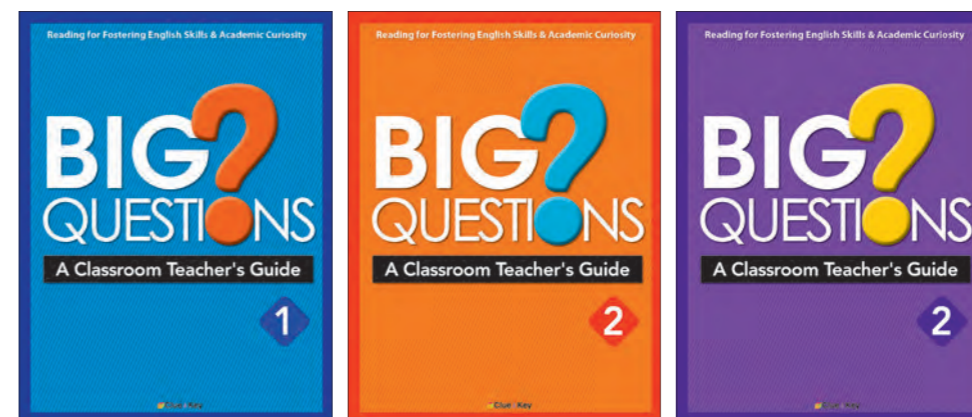
### Student Book



### Workbook



### Teacher's Book



Sample Pages from the Student Book

**UNIT 03** What Are the Largest and Smallest Countries in the World?

**Prepare to Read**

Look at the picture and put the words in the blank.

Europe Asia Australia  
Africa North America South America Antarctica

Canada Spain  
Brazil  
South Africa

Students can build their background knowledge with pictures and basic vocabulary words.

The big question in the unit opener motivates students to read the article with a purpose.

From Big Questions 1

6 new vocabulary words for the lesson are given with simple definitions.

This section lets students easily and quickly strengthen their background knowledge by using the newly learned vocabulary.

**Target Vocabulary**

Listen and check the meaning of each word.

- continent** one of the seven large bodies of land
- nation** a country
- tiny** very small
- island** land with water all around it
- population** the number of people living in a place
- billion** 1,000,000,000

**I Know This!**

Read and choose the answer.

1 Europe is a \_\_\_\_\_.

2 The country with the most people is \_\_\_\_\_.

3 The country with the most people is \_\_\_\_\_.

4 Canada is in \_\_\_\_\_.

**Reading Comprehension**

Choose the correct answers.

1 Which is the biggest country?

2 How many people live in Nauru?

3 What is NOT mentioned about Brazil?

4 What can be inferred about Canada?

5 Choose the best summary for the passage.

More comprehension questions to check specific information follow.

The last comprehension question checks students' understanding by using various reading skills.

**Reading Extension**

1 Fill in the blanks by using the given words.

2 Read and answer to the questions.

Q1 What did you learn about countries in this passage?

Q2 What country do you want to visit? Why?

By completing a summary of the main article, students can practice their paraphrasing skills.

The last section helps students link the information they learned with their own world. This personalization step will enable a meaningful learning of the information in the contents and also serve as an effective speaking & writing exercise.

Sample Pages from the Workbook

**Read to Learn**

**The Countries in the World**

The Earth has seven continents. They are Africa, Asia, Antarctica, Australia, Europe, North America, and South America. There are more than 190 countries in the world. There are countries on every continent except for Antarctica. Some countries are large while others are small. The world's largest country is Russia. The second biggest is Canada. The United States, China, and Brazil are the other countries in the top five. The world's largest country is Russia. The second biggest is Canada. The United States, China, and Brazil are the other countries in the top five.

**Picture Room**

There are 48 countries in Europe. Antarctica has a population of 0. Vatican City is inside Rome, Italy. Nauru and Tuvalu are near Australia.

Various images, charts, and maps help students understand the expository text better.

2 What about the smallest countries? Vatican City is the world's smallest nation. It is located in the city of Rome, Italy. It covers less than half a square kilometer. Monaco and San Marino in Europe are both tiny nations. And Nauru and Tuvalu are the two smallest island nations. Those are the world's five smallest countries. And Nauru and Tuvalu are the two smallest island nations. Those are the world's five smallest countries.

3 What about populations? China and India have the two largest populations in the world. c) Both have more than one billion people. More than 300 million people live in the United States. Indonesia and Brazil each have more than 200 million citizens. Vatican City has fewer than 1,000 people in it. And Nauru has around 9,000 people.

**I Learned This!**

1 This passage is mainly about \_\_\_\_\_.

2 What are the largest and smallest countries in the world?

The main article of each unit is related to a certain school subject.

After the reading, there are two quick-check questions: understanding the main idea and finding the answer to the big question in the unit opener.

**UNIT 03** What Are the Largest and Smallest Countries in the World?

**A Read and choose the correct word.**

**B Circle and write the correct word for the blank.**

These sections let students review the vocabulary words from the main article.

**C Unscramble the sentences.**

**D Choose the best word to make the same meaning.**

Student practice structuring sentences.

The paraphrasing exercise checks students' understanding and strengthens their English language skills.

A Reading Text Designed for Students Getting Ready for Advanced Reading

# READING ISSUES

*Reading Issues* is a series designed for learners at the high-intermediate level to complete high-quality reading activities for critical-thinking skills. Most of the reading passages and questions in this series involve the use of deductive reasoning, logical inference, and sequential analysis. These materials are highly effective and applicable for learners as they cover contemporary interesting topics which stimulate their curiosity. This series also provides learners with the opportunity to achieve higher level of literacy while expanding their general knowledge.

**LEVEL** HIGH-INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » A broad range of topics: mysteries, people, science, culture, politics, etc.
- » A variety of genres: horror, detective stories, biographies, magazine articles, etc.
- » Comprehensive exercises, such as word study, main idea and details, inferential questions, and note-taking
- » More activities including finding grammatical errors and contextual analysis

### Contents

Titles	Main Topics or Curriculum	Word Count
Reading Issues 1	Mysteries: Spirits & Superstitions, Detective & Crime, Mystery of Nature & Ghosts, Magic & Unusual Events	170~200 words
Reading Issues 2	People & World: Mozart & Austria, The Brothers Grimm & Germany, Pelé & Brazil, Qin Shi Huang & China, Edison & America, Comaneci & Romania	200~230 words
Reading Issues 3	World News: Science, People & Nations, Culture & History, Politics	230~270 words

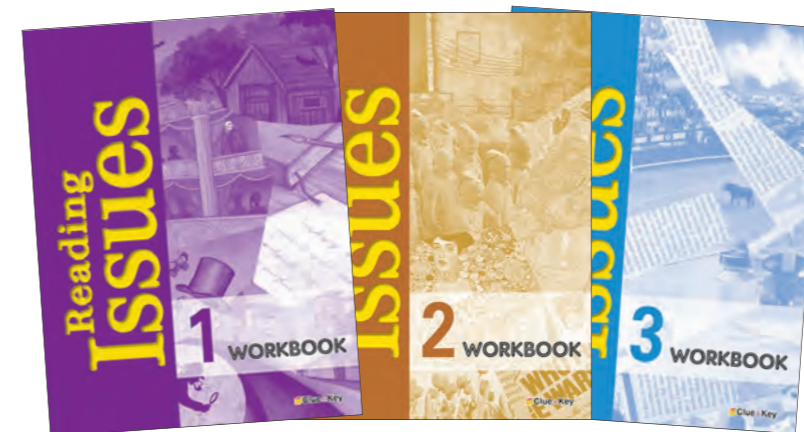
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Reading Issues 1 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-150-8
Reading Issues 1 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-005-0
Reading Issues 2 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-151-5
Reading Issues 2 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-006-7
Reading Issues 3 – Student Book+Workbook+1 Audio CD	16	72/48	978-89-6210-152-2
Reading Issues 3 – Classroom Teacher's Guide (Book)	16	68	978-89-6884-007-4

### Student Book

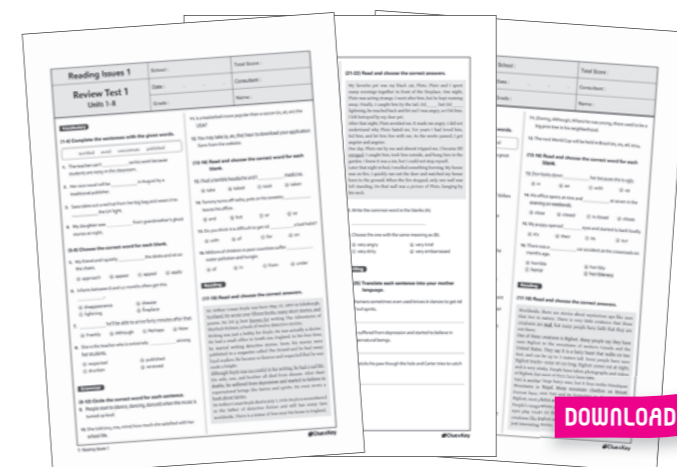


### Workbook



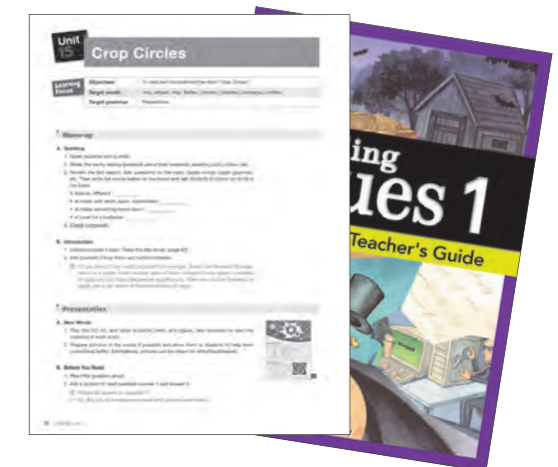
### Test Set

2 Review Tests + 1 Final Test / per every SB



DOWNLOAD

### Teacher's Book



Sample Pages from the Student Book

From Reading Issues 1

**UNIT 15 Crop Circles**

**New Words** CO, 44

**Listen and repeat.**

- wire a thin piece of flexible metal
- unload to remove things from a vehicle
- crop a plant such as a grain, fruit, etc. grown for food
- flatten to make flat
- connect to join two or more things together
- complex complicated; not simple
- coverage news reports
- confess to tell the truth about something you did

**Before You Read**

**Check or answer the question.**

- Newspapers contain both pictures and words.
  - Yes  No
- UFOs are a world mystery.
  - Yes  No
- What can you see in the picture?

The definitions of new words help students understand the meaning before they start reading.

By answering the questions, students have the opportunity to think about each unit's topic before reading the main passage.

There are a variety of fun and meaningful reading passages with unique illustrations.

**Crop Circles**

1. Doug and Dave left the bar and jumped into Doug's truck. In the truck were a long piece of wood, some rope, some wire, and a flashlight. They drove out of town and into the countryside. Doug stopped next to a farmer's field. The men got out and unloaded the truck. "Time to have some fun," said Dave.

2. Two days later, in the newspaper there was a big picture of the men's creation. The article below the picture described large parts of crops that had been flattened. The flattened areas looked like circles connected by lines. No one believed that humans made the perfectly round circles and straight lines. People thought that UFOs must have made the "crop circles." They were "too complex" for humans to make.

3. Doug and Dave got a laugh out of the news coverage. They continued to make crop circles for thirteen years. In 1991, they confessed to making the circles using their simple tools. However, some people still believe that UFOs make crop circles.

**Main Idea**

Choose the main idea.

- Two men mystified people by secretly making crop circles.
- Two men laughed at a newspaper article about their crop circles.
- Two farmers used simple tools to make crop circles.
- Many people think that UFOs make crop circles.

**Details**

Write T (true) or F (false).

- Doug and Dave used to  T  F
- Doug and Dave made  T  F

Choose the answers.

- People thought that UFOs made the crop circles because they looked too  T  F
  - complex
- Doug and Dave make their crop  T  F
  - newspaper

**Summary** CO, 44

Listen and take notes.

• 1970 Newspaper article:  
There are strange \_\_\_\_\_ circles in a \_\_\_\_\_ field.  
Were the \_\_\_\_\_ circular designs made by men or UFOs?

This section checks students' understanding of the passage by asking about the main idea and details.

This section improves students' abilities to summarize the information in the main passages by using their note-taking skills.

Quick checkup activities are presented to strengthen students' vocabulary acquisition.

**Vocabulary**

Fill in the blanks.

crop, flattened, unload, connected, coverage, confessed

- The student finally \_\_\_\_\_ to cheating on the test.
- The farmer's \_\_\_\_\_ were destroyed by too much rain.
- The two small towns in the countryside are \_\_\_\_\_ by a dirt road.
- The baker \_\_\_\_\_ the pizza dough with a big wooden rolling pin.
- I helped her \_\_\_\_\_ the suitcases from the car.
- There was a lot of news \_\_\_\_\_ on the death of Michael Jackson.

**Comprehension Expansion**

**Exercise A. Choose the one that is grammatically incorrect.**

On 1991, they confessed to making the circles using their simple tools.

**Exercise B. Choose the best place for the sentence below.**

→ Doug and Dave had a drink and a bite to eat at the bar.

① \_\_\_\_\_

They left the bar and jumped into Doug's truck.

② \_\_\_\_\_

In the truck were a long piece of wood, some rope, some wire, and a flashlight.

③ \_\_\_\_\_

They drove out of town and into the countryside.

④ \_\_\_\_\_

This section enables students to review the key words.

Activities such as finding grammatical errors and doing contextual analysis are presented to further expand students' comprehension.

Sample Pages from the Workbook

**UNIT 15 Crop Circles**

**Write the meaning of the word. Then write each word three times.**

- unload \_\_\_\_\_
- wire \_\_\_\_\_
- coverage \_\_\_\_\_
- article \_\_\_\_\_
- confess \_\_\_\_\_
- perfectly \_\_\_\_\_
- crop \_\_\_\_\_
- flashlight \_\_\_\_\_
- countryside \_\_\_\_\_
- flatten \_\_\_\_\_
- tool \_\_\_\_\_
- describe \_\_\_\_\_
- connect \_\_\_\_\_
- complex \_\_\_\_\_

**Unscramble the sentences.**

- they / town / of / out / drove / .  
→ \_\_\_\_\_
- Doug / to / field / next / a farmer's / stopped / .  
→ \_\_\_\_\_
- the / got / and unloaded / out / truck / men / the / .  
→ \_\_\_\_\_
- men's / there / a big picture / creation / of / the / was / .  
→ \_\_\_\_\_
- they / to / continued / crop / make / circles / .  
→ \_\_\_\_\_

**Match the words in A and B to make sentences.**

_____ A _____	_____ B _____
1. Doug and Dave left the bar	• ④ and into the countryside.
2. Doug and Dave got a laugh	• ⑤ that UFOs make crop circles.
3. However, some people still believe	• ③ and jumped into Doug's truck.
4. They drove out of town	• ② out of the news coverage.

The workbook provides more vocabulary, sentence practice, and listening activities for students to review the reading passages.



Developing Active Readers and Fluent Speakers Through Classic Stories

# Bump Up!: Read, Think & Speak NEW

*Bump Up!: Read, Think & Speak* is a three-book reading series designed for high-intermediate learners of English. This series provides selections from literary classics from around the world at an accessible reading level. The true objective of reading these familiar stories is not merely understanding. The unique sections of the *Bump Up!* series will guide students to read, think, and speak. After reading each story, students will demonstrate their understanding, interpret the events and characters in the story, and express their own opinions of them. In addition, the retelling and reader's theater activities in each unit will encourage students to develop their speaking fluency and confidence. Through the *Bump Up!* series, students will get the joy of reading compelling stories and learn how to interact with texts in an active way.

**LEVEL** HIGH INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Teacher's Guide
- Picture Cards
- Worksheet
- MP3 Files
- Answer Key
- Test

### Key Features

- » A selection from famous classic stories in each unit
- » Full-colored illustrations to enable a better understanding of the story
- » Various types of exercises for building a strong vocabulary
- » Questions and articles to activate prior knowledge and to provide background information
- » Discussion questions for forming and exchanging opinions on the stories
- » Retelling with pictures by using previously learned expressions
- » A short reader's theater script for each story

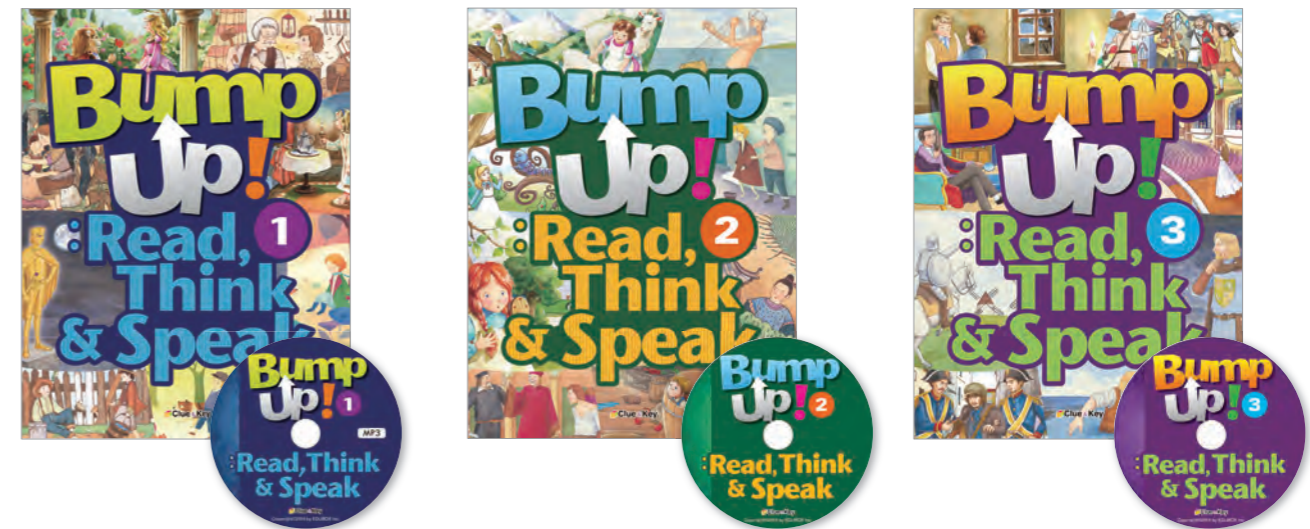
### Contents

Titles	Stories	Word Count
Bump Up! 1	<i>Aesop's Fables, The Little Prince, Beauty and the Beast, etc.</i>	280 ~ 300 words
Bump Up! 2	<i>The Count of Monte Cristo, Treasure Island, King Lear, etc.</i>	300 ~ 320 words
Bump Up! 3	<i>The Phantom of the Opera, Dracula, Don Quixote, etc.</i>	320 ~ 340 words

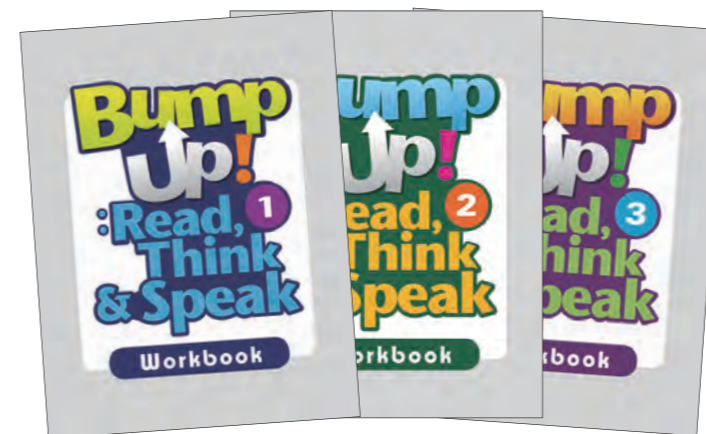
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Bump Up! 1 – Student Book + Workbook+1 Audio CD	12	104 / 36	978-89-6884-539-0
Bump Up! 1 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-563-5
Bump Up! 2 – Student Book + Workbook+1 Audio CD	12	104 / 36	978-89-6884-540-6
Bump Up! 2 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-564-2
Bump Up! 3 – Student Book + Workbook+1 Audio CD	12	104 / 36	978-89-6884-541-3
Bump Up! 3 – Classroom Teacher's Guide (Book)	12	76	978-89-6884-565-9

### Student Book



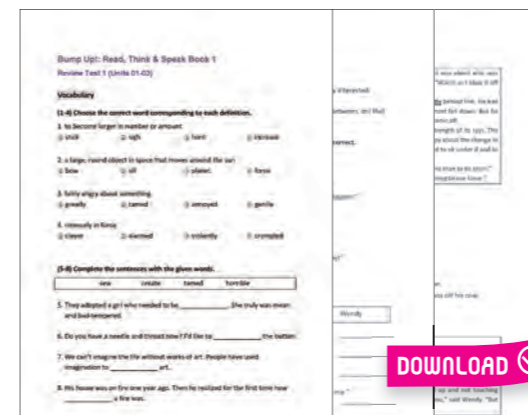
### Workbook



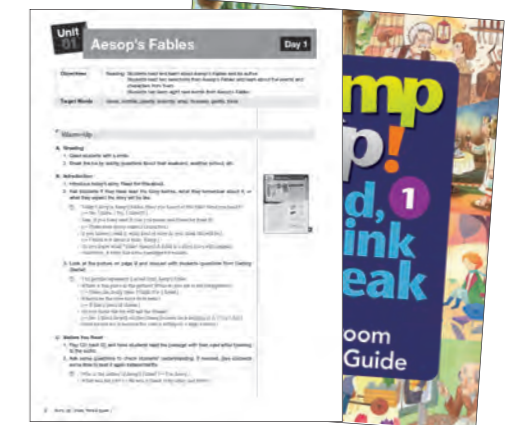
### Picture Cards



### Test Set 4 Review Tests / per every SB



### Teacher's Book



Sample Pages from the Student Book

From Bump Up! 2

**Unit 07 Anne of Green Gables**

**Getting Started**

- 1 What is the girl doing in the picture?
- 2 How does she look?
- 3 Do you think she likes her own appearance?

**Before You Read**

Anne of Green Gables was written by Canadian author Lucy Maud Montgomery in 1908. This bestselling novel describes the adventures of Anne Shirley, a young orphan girl. She was mistakenly sent to Matthew and Marilla Cuthbert, a middle-aged brother and sister who wanted a boy to help them on their farm. Marilla didn't want to accept Anne at first, but she changed her mind later. Anne has many funny and touching experiences on the farm and at her school. Her story has been made into films, television movies, and animated movies.

**Meet the Characters**

- Anne Shirley**  
I'm Anne. I live in Green Gables with Marilla and Matthew.
- Marilla Cuthbert**  
I take care of Anne. Anne is always too talkative, but I like her.
- Diana**  
I'm Anne's best friend. I have black hair.
- Matthew Cuthbert**  
I'm Marilla's brother. I live in Green Gables.

Answer the questions about the picture and main characters in it to activate background knowledge on the story.

A short nonfiction article provides students with additional relevant context about the story and its author.

Meet some main characters and learn who they are and what they are thinking.

Pictures will guide students to guess what each story will be about and help them understand the story better.

While answering these questions and predicting what will happen next, readers can interact with the text better and build strong reading skills.

**Let's Read** (A selection from Anne of Green Gables)

One April evening, Marilla Cuthbert was walking home. The gentle, warm wind meant winter was finally over. It put her in a good mood, and she was looking forward to getting home. Marilla had told her adopted daughter Anne to prepare dinner for 5 o'clock. That's why Marilla became annoyed when she got home. The kitchen was dark. Marilla prepared dinner and wondered where Anne was.

By the time Marilla and Matthew finished dinner, it was dark. There was still no sign of Anne. Starting to get worried, Marilla lit a lamp and went to Anne's room. There, she found the girl lying face down in bed.

"Please, Marilla, go away. Don't look at me!" said a pitiful voice.

"Why, Anne Shirley? What is the matter?"

**Before You Move On**  
How does Anne feel?

**adoption** taken into a family as a child legally    **annoyed** disturbed or irritated  
**sign** something that indicates the presence of a person or an animal  
**moan** to complain to show grief or unhappiness    **dye** to give a different color  
**material** used for dyeing    **mean** to intend for a particular purpose  
**turn** to change    **pity** the feeling of being sorry for someone else's unhappiness

This section gives students the definitions of eight target words in each unit as they are used in the story.

**Build Vocabulary**

turn    annoyed    sign    adopted  
pity    mean    dye    moan

**Meaning**

Write the correct words from the box above.

- 1 to intend for a particular purpose
- 2 disturbed or irritated
- 3 to give a different color
- 4 the feeling of being sorry for someone else's unhappiness
- 5 taken into a family as a child legally

**Use**

Read and choose the correct answers.

- 1 What can be a sign of life on a desert island?  
a. a huge rock    b. footprints    c. a cave
- 2 When you dye something, how does it change?  
a. The size changes.    b. The shape changes.    c. The color changes.
- 3 When do people usually moan?  
a. when they are unhappy  
b. when they are pleased  
c. when they eat something
- 4 What can be adopted?  
a. a computer    b. a lamp    c. a child

**Synonym & Antonym**

Check students' understanding of the target vocabulary through three aspects of vocabulary learning: form, meaning, and use. Also, Synonym & Antonym practice helps students build further vocabulary.

**Retell the Story**

**Character Profile**  
Fill in the blanks by using the given expressions.

This is \_\_\_\_\_.  
She lives in \_\_\_\_\_.  
She has \_\_\_\_\_.  
But she \_\_\_\_\_ it.

**Picture Descriptions**  
Describe the picture by using the given expressions.

1 **Point!**  
• Where is it?  
• Why is the woman here?  
• What does the woman find here?  
It is Anne's room.

2 **Point!**  
• What are they doing?  
• How do they feel?  
• Who are they talking about?

By making a presentation about what is happening in the pictures, students can reuse the expressions they have learned in the story while developing speaking skill.

**Story Theater**

Get into groups of two. Complete the script by filling in the blanks.

often    happened    mean    black    bought  
matter    know    steps    green    worse

In Anne's room at night. Marilla enters the room.  
Marilla: This is strange. Where is this girl?  
Anne: Please, Marilla, go away and don't look at me.  
Marilla: Anne? Are you sick? What is the \_\_\_\_\_ with you?  
Marilla lifts the lamp and looks at Anne's hair.  
Marilla: Oh, my, what \_\_\_\_\_ to your hair? It's \_\_\_\_\_!  
Anne: Yes, I \_\_\_\_\_ it's green. I thought nothing could be as bad as red hair.  
But now I know it's ten times \_\_\_\_\_ to have green hair.  
Marilla: Oh, my. How did this happen?  
Anne: I \_\_\_\_\_ my \_\_\_\_\_  
Marilla: Why \_\_\_\_\_?  
Anne: The \_\_\_\_\_  
Marilla: Are you \_\_\_\_\_?  
Anne: Don't \_\_\_\_\_  
he was working hard to help his family.  
Marilla: So you wanted to help him?  
Anne: Yes. And I wanted black hair just like Diana! Oh, Marilla, what should I do?  
Marilla: \_\_\_\_\_

Discuss. What props would you prepare to add reality to this scene?

Now role-play with your group.

By completing the script and adding their own ideas as a group work, students can develop their creativity and speaking skill.

While role-playing the scenes from the story, students can practice speaking with emotional expressions, which will add fluency and confidence to their speaking skills.

Sample Pages from the Workbook

**Unit 07 Anne of Green Gables**

**Vocabulary Practice**

Read each word and write it three times.

adopted    annoyed    sign    adopted  
mean    pity    mean    dye    moan

**Sentence Practice**

Match (A) and (B) to make sentences.

(A)    (B)  
1 She was looking forward to \_\_\_\_\_  
2 There was still no \_\_\_\_\_  
3 There she found the girl \_\_\_\_\_  
4 I went outside and \_\_\_\_\_  
5 I wanted my hair \_\_\_\_\_

(B)  
1 to be black like Diana's  
2 talked to him on the steps  
3 to getting home  
4 sign of Anne  
5 lying face down in bed.

**Reading Practice**

Read and answer the question.

One of Green Gables was written by Canadian author Lucy Maud Montgomery in 1908. This bestselling novel describes the adventures of Anne Shirley, a young orphan girl. She was mistakenly sent to Matthew and Marilla Cuthbert, a middle-aged brother and sister who wanted a boy to help them on their farm. Marilla didn't want to accept Anne at first, but she changed her mind later. Anne has many funny and touching experiences on the farm and at her school. Her story has been made into films, television movies, and animated movies.

What is NOT true about Anne of Green Gables?  
 • The main character Anne is an orphan.  
 • Matthew and Marilla wanted to adopt Anne at first.  
 • The author is Lucy Maud Montgomery.  
 • The story of Anne influenced a lot of media.

**Listening Practice**

Listen and check which picture is the description for?

1 Marilla had told her \_\_\_\_\_ Anne to \_\_\_\_\_ for 5 o'clock.  
2 Scaring to \_\_\_\_\_ Marilla \_\_\_\_\_ and went to Anne's room.  
3 "I thought nothing could be \_\_\_\_\_ red hair. But now I know it's \_\_\_\_\_ to have green hair!"  
4 "He said my hair would \_\_\_\_\_ from red to \_\_\_\_\_."  
5 \_\_\_\_\_ save I told you \_\_\_\_\_ in \_\_\_\_\_ last one of those summers \_\_\_\_\_ the house?"  
6 "I can't \_\_\_\_\_ see me like this. Oh, Marilla, \_\_\_\_\_ I don't!"

The workbook contains various exercises for vocabulary, sentence, reading and listening practice to wrap up the unit.

The dictation activity by using story sentences will reinforce students' listening skills.

The First Step to Improving Listening Skills

# HAPPY LISTENER

Learning to listen carefully and comprehend those subtleties is not only an important prerequisite to reading comprehension, but also provides a rich resource for your children to draw upon when they want to convey their own thoughts and feelings.

*Happy Listener* is a listening series for students who are taking their first step in developing English listening skills. The aim of the series is to introduce students to sentence structures and keywords for basic communication at the beginner level of study. Good listening comprehension enables them to understand what they hear, remember it, and discuss it. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators.

**LEVEL** BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Fun and easy activities to capture and maintain the interest of beginners
- » Varied question types that provide essential practice for listening tests
- » Multiple dialogs using basic conversation patterns and words with familiar subjects
- » 12 Trial Tests, 4 Review Tests, and 3 Final Tests for check-up
- » Large full-color illustrations and photos to reinforce students' listening comprehension skills

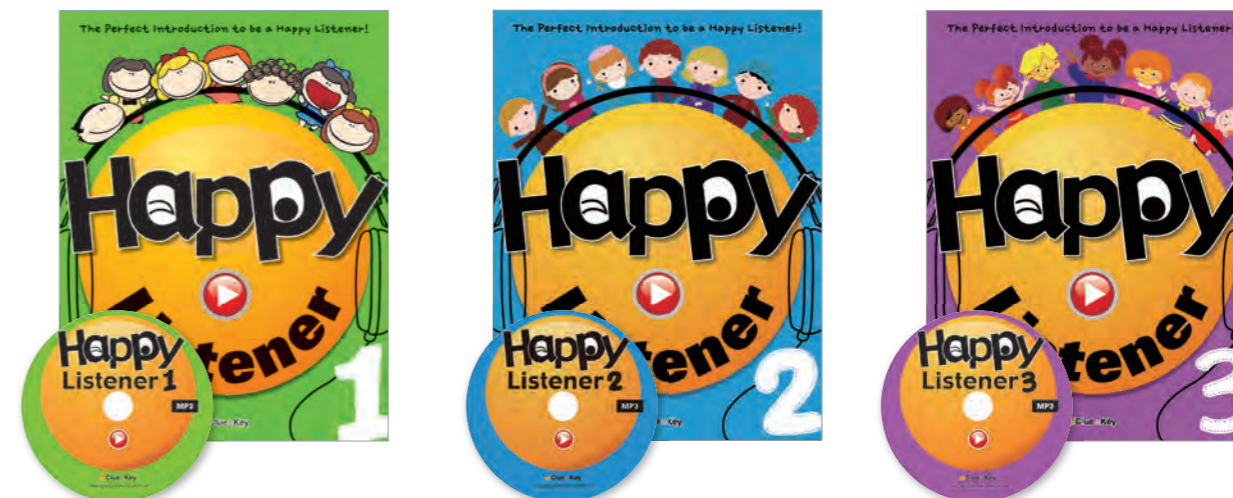
### Contents

Titles	Main Topics or Curriculum	Word Count
Happy Listener 1	Greetings, Family Members, Ages, School Supplies, Colors, Fruits, Food, Weather, etc.	15~25 words
Happy Listener 2	Days of the Week, Time, Body Parts, Clothing, Rooms in the House, Jobs, Places, etc.	15~25 words
Happy Listener 3	Snacks, Transportation, Tastes, Characters, Prices & Numbers, Months & Dates, Various Activities, etc.	15~25 words

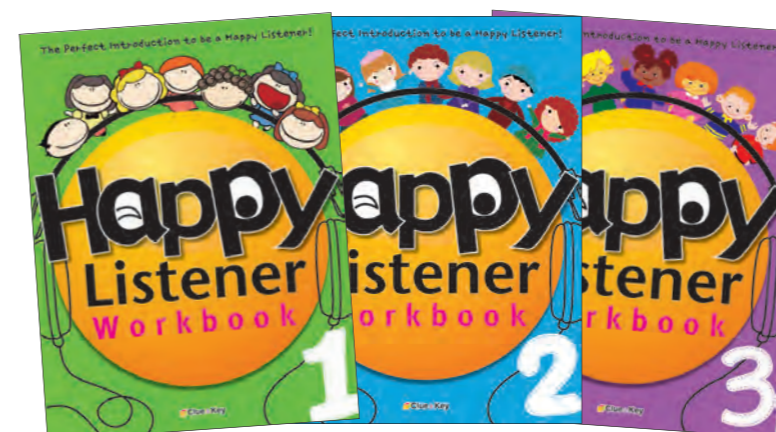
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Happy Listener 1 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-229-1
Happy Listener 1 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-032-6
Happy Listener 2 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-231-4
Happy Listener 2 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-033-3
Happy Listener 3 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-233-8
Happy Listener 3 – Classroom Teacher's Guide (Book)	12	60	978-89-6884-034-0

### Student Book



### Workbook

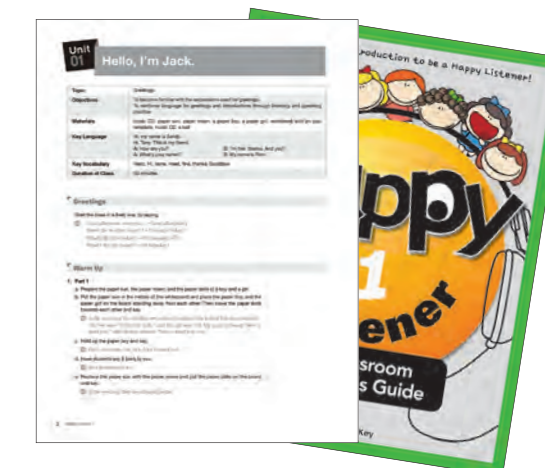


### Test Set

3 Final Tests / per every SB



### Teacher's Book



Sample Pages from the Student Book

**Unit 01 Hello, I'm Jack.**

A full-color illustration helps students understand the key expressions and conversations better.

From Happy Listener 1

New vocabulary and phrases related to the main topic are presented.

Three main conversations in this section include key expressions in each unit.

**Word Check**

A. Listen and repeat the words.  
Hello  
Hi  
name  
meet  
fine  
thanks  
Goodbye

B. How I feel from the words.

**Dialogs**

A. Look and listen.  
B Hello, I'm Jack.  
G Hi! My name is Sandy.  
B Nice to meet you, Sandy.  
G Nice to meet you too.

G1 Hi, Tony. This is my friend.  
B Hello, Tony.  
G2 B: Hi, Tony.  
G B: Hello, I'm Jack.  
G B: Hi, Tony. This is my friend.  
G B: Hello, Tony.  
G B: Hi, Tony. This is my friend.  
G B: Hello, Tony.  
G B: Hi, Tony. This is my friend.  
G B: Hello, Tony.

B. Listen and repeat. 04

**Let's SPEAK** Look and speak.

Let's READ Listen and read aloud.

**Let's READ** Listen and read aloud.

**Hello! Goodbye!**

Hello! Hi!  
How are you?  
I'm fine, thanks. And you?  
I'm good.

Nice to meet you.  
Nice to meet you too.

See you tomorrow!  
See you tomorrow, bye!

**Trial Test**

Listen and fill in the missing word.

- \_\_\_\_\_ I'm Ron.
- Nice to \_\_\_\_\_ you.
- \_\_\_\_\_, Jenny.
- I'm \_\_\_\_\_, thanks. And you?
- My \_\_\_\_\_ is Ken.

Listen and choose.

[1-2] Listen and answer each question.

- 1.  Kelly  Ben  Fred  Sally
  - 2.  Ben  Kelly  Betty  Fred
- Listen and choose the best response.

This reading passage related to each unit includes not only key expressions and words but also new words about the main topic.

Sample Pages from the Workbook

**Listening Drills I**

Listen and match.

- 1.  Fine, thanks.
  - 2.  Hello, Kelly.
  - 3.  This is my friend, Jan.
  - 4.  My name is Tony.

Listen and check.

- 1.  a  b
  - 2.  a  b
  - 3.  a  b
  - 4.  a  b

Listen and circle O or X.

- 1.  O  X
  - 2.  O  X

**Listening Drills II**

Listen and choose the right picture.

- 1.  a  b
  - 2.  a  b

Listen and choose.

Q What is the girl's name?

Betty  Pam  Jack

Listen, choose and write.

My \_\_\_\_\_ is James.  
(hi / name / fine)

Nice to \_\_\_\_\_ you too, James.  
(thanks / your / meet)

Students focus on listening to a monolog, which will help them boost their listening comprehension skills.

**Unit 01 Hello, I'm Jack.**

**A** Write its meaning. Then write the word three times.

- Hello \_\_\_\_\_
- Hi \_\_\_\_\_
- name \_\_\_\_\_
- meet \_\_\_\_\_
- thanks \_\_\_\_\_
- Goodbye \_\_\_\_\_

**B** Write the meaning of the sentence in your mother language.

- Hello! I'm Ron.
- Nice to meet you.
- Goodbye, Jenny.
- I'm fine, thanks. And you?
- My name is Pam.

**C** Match the correct response.

- What's your name? •  Fine, thanks.
- How are you? •  Nice to meet you too.
- Goodbye, Scott. •  My name is Tony.
- Hi! Nice to meet you. •  Bye, Sandy!
- Hello, Scott. •  Hi, Jack.

**D** Complete the passage. Use each word once.

**Hello! Goodbye!**

Hello! Hi! \_\_\_\_\_ are you?  
I'm fine, \_\_\_\_\_, And you?  
I'm \_\_\_\_\_.

Nice to meet you.  
Nice to meet you \_\_\_\_\_.

See you \_\_\_\_\_!  
See you tomorrow, \_\_\_\_\_!

good thanks too tomorrow how bye

The Key Step for Improving Students' Listening Skills

# CHAMP LISTENER

Being able to listen well is an important part of communication for everyone. Students with good listening comprehension skills will be able to participate more effectively in communicative situations.

*Champ Listener* is a listening series that helps high-beginners develop their listening skills. It provides basic dialogs as well as repeated exposure to target vocabulary. They can focus on specific vocabulary acquisition, grammar practice, listening for different purposes, etc. So learners can improve their listening ability and expand their understanding to reading and speaking English.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » Essential keywords and expressions for basic communication at the high-beginner level
- » Various sections that help improve not only listening skills but also speaking, reading, and writing skills
- » 12 Unit Tests, 4 Review Tests, and 3 Final Tests for check-up
- » Workbooks with reviews of vocabulary and main dialogs as well as dictation exercises

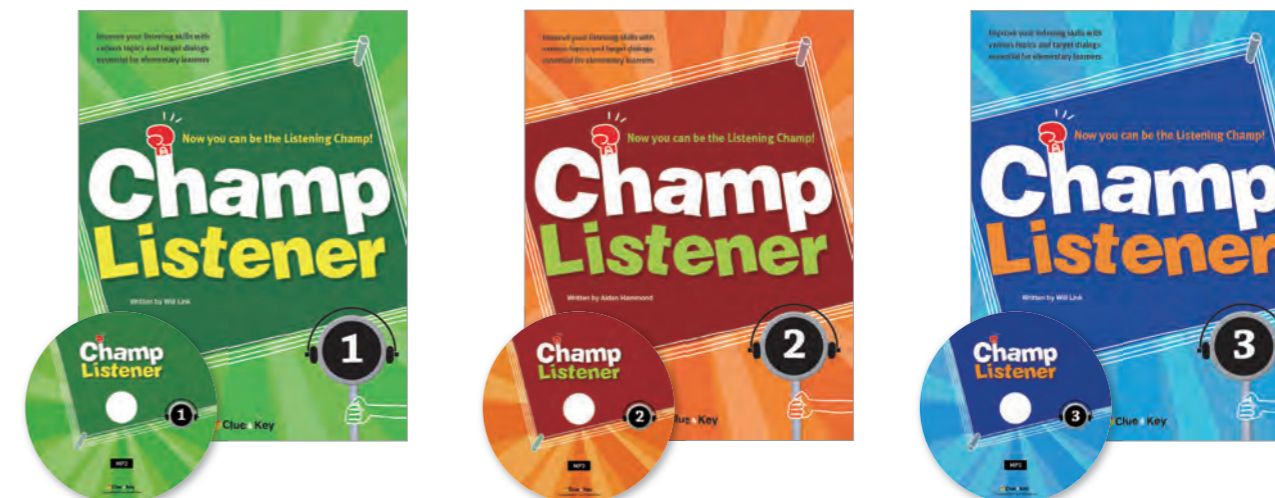
## Contents

Titles	Main Topics or Curriculum	Word Count
Champ Listener 1	Introduction, Family & Age, School, Days of the Week, Locations of Things, etc.	50~70 words
Champ Listener 2	Sickness, Months & Dates, Shopping, Telephone Talk, Transportation, Movies, etc.	60~80 words
Champ Listener 3	Shapes & Materials, Asking for Directions, Feelings, Making Appointments, Cooking, etc.	70~90 words

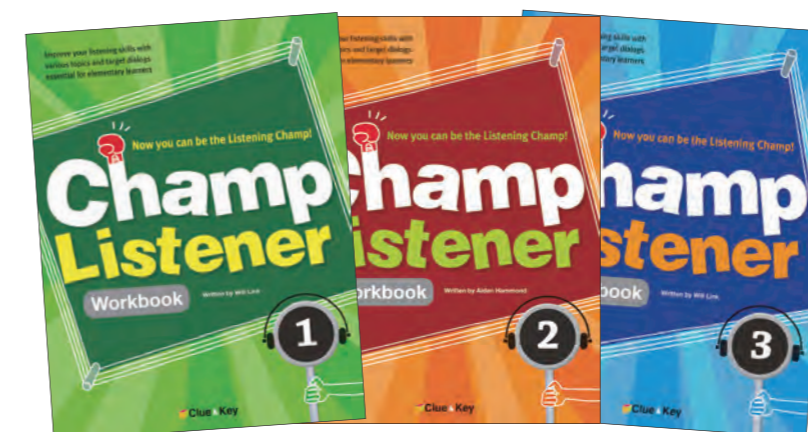
## Compositions

Titles	Units	Pages (SB/WB)	ISBN
Champ Listener 1 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-236-9
Champ Listener 1 – Classroom Teacher's Guide (Book)	12	56	978-89-6884-035-7
Champ Listener 2 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-238-3
Champ Listener 2 – Classroom Teacher's Guide (Book)	12	56	978-89-6884-036-4
Champ Listener 3 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-240-6
Champ Listener 3 – Classroom Teacher's Guide (Book)	12	56	978-89-6884-037-1

## Student Book



## Workbook

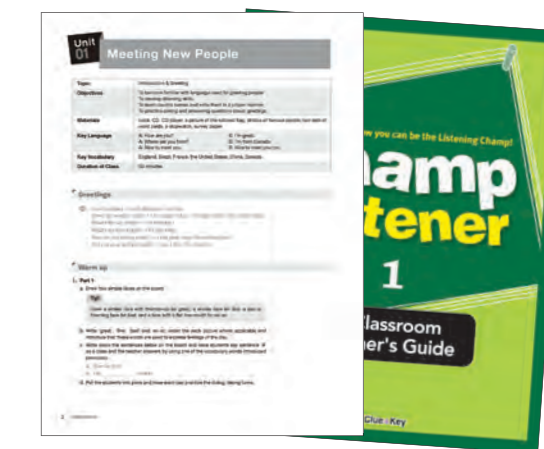


## Test Set

3 Final Tests / per every SB



## Teacher's Book



Sample Pages from the Student Book

**Unit 01 Meeting New People**

Students listen to the main dialog and learn key expressions from the picture.

From Champ Listener 1

In this section, students practice basic listening skills by reviewing the vocabulary and expressions.

Listen and number. Who said what?

1 Lisa, this is Shawn.  
2 Nice to meet you too, Lisa.  
3 Where are you from?

**Expressions**

How are you?  
I'm fine.  
I'm bad.

Shawn / England, Angela / Brazil, Ken / France, Wes / the United States, Nadia / China, Dylan / Canada

Listen and match.

1 Listen and number.

2 Listen and choose the right picture.

New vocabulary and expressions are related to the topic of the unit. Vocabulary is provided in a picture dictionary format.

A basic conversation pattern is introduced in each unit.

**Listening Close-up**

Step Up 1 Listen and answer the questions.

1 How are they feeling today? Check the correct information.

1) Ken's feeling 2) Heather's feeling

Step Up 2 Listen and answer the questions.

1 Who is Jeremy?  
a) the teacher  
b) a new student  
c) Brad's best friend

2 Listen again. And check T or F.

1) Brad and Leslie are in different classes.  T  F  
2) Jeremy and Brad meet for the first time.  T  F

3 Where is Jeremy from?  
→ He is from \_\_\_\_\_

**Reading Time** Listen and fill in the blanks. Then read aloud.

Hi, everyone!  
Let me tell you about my \_\_\_\_\_. My \_\_\_\_\_ is Mr. Wood. He teaches math, and he is very smart. He's from \_\_\_\_\_. My friends come from many different countries. Cindy is \_\_\_\_\_ England. Sometimes she helps me with \_\_\_\_\_. Ryan is from \_\_\_\_\_ England. He is really good at sports like basketball and soccer. \_\_\_\_\_ and my hometown is Beijing. I'm really happy here with my \_\_\_\_\_.

**Talking Together** Talk with your partner using the new expressions.

1 A: Hi. How are you?  
B: I'm \_\_\_\_\_, thank you. How about you?  
A: I'm really good, thanks.

2 A: Where are you from?  
B: I'm from \_\_\_\_\_.

Beijing, London, Paris

With four sections, students build their listening, reading, and speaking skills.

This is a combination of dictation exercises and reading comprehension. Students listen to a monolog and fill in the blanks to develop both listening and reading skills.

This section provides the chance to practice speaking the target dialogs. The additional vocabulary makes practicing the dialogs enjoyable.

Students will listen to two different dialogs. By listening the dialogs repeatedly and answering the questions, they can understand the main idea and details thoroughly.

**Unit Test**

Students can test their listening abilities by answering various questions.

A Listen and choose the statement that best describes the picture.

B Listen and choose the right response.

C Listen and choose the right picture.

D Listen and choose the right word for the blank.

E Listen and choose the correct answer.

F Listen and answer question numbers 7-8.

Sample Pages from the Workbook

**Unit 01 Meeting New People**

Write the meaning in your mother language. Then write the words.

1. Canada \_\_\_\_\_  
2. friend \_\_\_\_\_  
3. meet \_\_\_\_\_  
4. countries \_\_\_\_\_  
5. teacher \_\_\_\_\_

Fill in the blanks using the words above. Then write the meaning.

1. This is Mr. Smith. He is from \_\_\_\_\_.  
2. Hi, Gina. It's really nice to \_\_\_\_\_ you.  
3. My friends come from many different \_\_\_\_\_.  
4. This is our new \_\_\_\_\_ Ms. Kline. She teaches us English.  
5. Sarah, this is my best \_\_\_\_\_ Jeremy.

Write in your mother language

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Listen and write the words.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Listen and fill in the blanks.

1. \_\_\_\_\_, Mr. Kline.  
Lisa: Oh, hello Lisa. \_\_\_\_\_ are you?  
Lisa: I'm great! How are you doing?  
Mr. Kline: Really well, \_\_\_\_\_ Lisa.  
Shawn. Shawn is new here at our school.  
Lisa: Hi, Shawn. I'm Lisa. \_\_\_\_\_ meet you.  
Shawn: Nice to meet you! Lisa.  
Lisa: Where \_\_\_\_\_?  
Shawn: I'm from England.

The workbook reviews the key expressions and conversations from each unit. It also includes a dictation activity that strengthens learners' listening skills.

A Topic-Focused Listening Practice Aimed at Intermediate Students

# SUPER LISTENER

*Super Listener* helps intermediate level learners develop their listening skills. This series includes various listening topics that are very essential for learners when they are taking English listening tests. It provides learners with the opportunity to develop their listening skills while expanding their background knowledge of each topic. Built around a topic, function, or grammatical theme, most units activate students' knowledge of topic before they listen and provide a careful balance of activities including listening for gist, listening for specific information, and making references.

**LEVEL** INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Answer Key
- MP3 Files
- Teacher's Guide
- Test

### Key Features

- » A variety of topics that are essential to intermediate level learners
- » Various types of listening questions that are essential on listening tests
- » Writing exercises, such as note-taking and dictation, that enhance learners' English skills
- » Actual Tests and Reviews that test learners' comprehension and listening abilities
- » Workbook: reviews of vocabulary and sentences as well as dictation exercises

### Contents

Titles	Main Topics or Curriculum	Word Count
Super Listener 1	Greetings & Introductions, Family, Appearance, Hobbies, Food & Tastes, Shopping, etc.	60~80 words
Super Listener 2	Describing People, Clothes & Styles, Emotions & Moods, Entertainment, Sports, etc.	70~90 words
Super Listener 3	News & Interviews, Advertisements & Announcements, Numbers & Prices, Proverbs, etc.	80~110 words

### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Super Listener 1 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-172-0
Super Listener 1 – Classroom Teacher's Guide (Book)	12	60	978-89-6037-828-5
Super Listener 2 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-174-4
Super Listener 2 – Classroom Teacher's Guide (Book)	12	60	978-89-6037-850-6
Super Listener 3 – Student Book+Workbook+1 MP3 CD	12	96/36	978-89-6210-176-8
Super Listener 3 – Classroom Teacher's Guide (Book)	12	60	978-89-6037-851-3

### Student Book



### Workbook



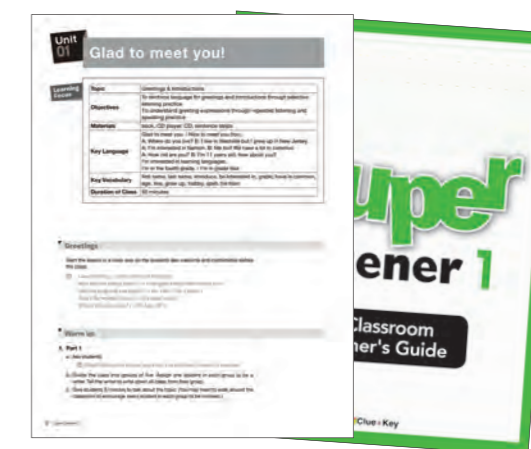
### Test Set

3 Final Tests / per every SB



DOWNLOAD

### Teacher's Book



Sample Pages from the Student Book

**Unit 01 Glad to meet you!**

**Words & Expressions**

Look at the following expressions. Check the meanings.

first name	last name	be from
introduce	ago	be interested in
spill	live	hobby
grow up	have in common	grade

**A Listen and fill in the blanks.**

- I will \_\_\_\_\_ myself next. I'm Ryan Banks.
- My last name is easy to \_\_\_\_\_: S-M-I-T-H.
- My \_\_\_\_\_ in mountain biking.
- My sister and I don't have a lot in \_\_\_\_\_ I like reading, and she likes sports.
- How I \_\_\_\_\_ in Westville, but I grew up in New Jersey.

**B Match the sentences with the proper responses.**

- It's really nice to meet you.  a. Me too! We have a lot in common.
- Where do you live?  b. I'm 11 years old. How about you?
- I'm interested in Japanese cartoons.  c. Glad to meet you too.
- You have a very pretty first name.  d. I live on Banger Street.
- How old are you?  e. Thank you. I'm named after my grandmother.

Now listen and check your answers.

**Warm-Up**

**A Listen and circle the words you hear.**

Hi, there. My name is Mike Edwards. I'm 12 years old, and I (live / from) in Perth, Australia. My cousin Jack and I are in the same (grade / age). We're both interested in (swallow / snowboarding).

**B Listen and circle the words mentioned.**

H, I'm Ruby. Great to see you. Oh, we're 7 years (old / young).

**C Listen and match.**

hobbies: lived, age, last name, introduce, grow up

From Super Listener 1

This introduces new vocabulary and phrases related to the topic of the unit.

This part contains short dialogs and monologs based on the expressions on the previous page.

Students can preview the unit and practice listening to simple sentences with the provided exercises.

Each Listening Focus section includes two dialogs and two monologs.

**Listening Focus 1 Dialogs**

**1 Listen and take notes.**

**Glad to Meet You!**

- Girl's name: 1)  Beth  Benay
- Boy's name: 2)  George  Greg
- School: Ridgemount 3) \_\_\_\_\_ School
- Grade: 4) \_\_\_\_\_
- Teacher's name: 5)  Mr. Fletcher  Mr. Flock

**2 Who just moved in?**

**Listen Answer**

**1 Where is this conversation taking place?**

**2 Check T or F.**

- The bus is late.
- They're going to a baseball game.
- They have a lot in common.

**Listening Focus 2 Monologs**

**1 Listen and take notes.**

**Let Me Introduce Myself!**

- The boy's name: 1)  Liam Wilson  Ed Wilson
- Age: 2) \_\_\_\_\_
- Favorite subject: 3) \_\_\_\_\_
- Instruments: 4) \_\_\_\_\_
- Favorite music: 5) \_\_\_\_\_

**2 What instrument does Liam want to learn how to play?**

**3 What DON'T Janice and Tracey have in common?**

**Listen Answer**

**2 Check T or F.**

- Janice is older than Tracey.
- Janice and Tracey both like pop music.
- Janice and Tracey are sisters and friends.

The note-taking activity strengthens learners' listening skills.

Finding detailed information with questions helps learners fully understand the dialogs/monologs.

**Actual Test**

**A Listen and choose the correct statements.**

- Janice Kim  a. She is 11 years old.  b. She is 12 years old.  c. She is 13 years old.  d. She is 14 years old.
- Yvonne and Randy  a. They are at a soccer game.  b. They are at a store.  c. They are at a doctor's office.  d. They are at school.
- How old is Jody?  a. 7 years old.  b. 6 years old.  c. 5 years old.  d. 4 years old.

**B Listen and choose the answers to the questions.**

Where are Yvonne and Randy?  a. at the doctor's office  b. at a soccer game  c. at school  d. at a store

How old is Jody?  a. 7 years old  b. 6 years old  c. 5 years old  d. 4 years old

**C Listen and choose the best words for the blanks.**

Steven can speak English and \_\_\_\_\_.

a. French  b. Japanese  c. Spanish  d. German

Allen grew up in \_\_\_\_\_.

a. Australia  b. Canada  c. the U.S.  d. England

**D [7-8] Listen to the dialog and answer each question.**

7 Where is this conversation taking place?

a. at a doctor's office  b. at a soccer game  c. at school  d. at a store

8 When did Paul move?

a. a month ago  b. last week  c. last year  d. in June

**E [9-10] Listen to the monolog and answer each question.**

9 Where does Natalie live?

a. Japan  b. the U.S.  c. Sweden  d. England

10 What does Natalie do on weekends?

a. She plays volleyball.  b. She goes to the Internet cafe.  c. She meets new people.  d. She plays the guitar.

Students review what they have learned in the unit. They can test their listening abilities with long and short dialogs and monologs.

Sample Pages from the Workbook

**Unit 01 Glad to Meet You!**

**A Write the meaning in your mother language. Then write the words.**

- age \_\_\_\_\_
- grade \_\_\_\_\_
- introduce \_\_\_\_\_
- live \_\_\_\_\_
- first name \_\_\_\_\_
- last name \_\_\_\_\_
- be from \_\_\_\_\_
- hobby \_\_\_\_\_

**B Translate each sentence into your mother language.**

- I'm interested in Japanese cartoons. \_\_\_\_\_
- We have a lot in common. \_\_\_\_\_
- Where are you from? \_\_\_\_\_
- My last name is easy to spell. \_\_\_\_\_
- Now I live in Westville, but I grew up in New Jersey. \_\_\_\_\_

**C Dictation**

- Hi, I'm Beth, your new neighbor. Oh, you moved in next door? That's right. I'm Greg. Do you go to Ridgemount Elementary School? Yes, I do. I'm in the \_\_\_\_\_ there. Mr. Fletcher is my teacher. Great, I think I'm in the \_\_\_\_\_ I'll see you at school. Yeah, see you at school. It was \_\_\_\_\_.
- Have you been waiting long? Yes, this bus is late. What's your name? I'm Melissa. What about you? Andrew. Nice to meet you. Nice to meet you, too, Andrew. So, where are you going? I'm going to the \_\_\_\_\_ to see a \_\_\_\_\_.

Students can review the unit's key expressions and vocabulary through listening dictation.

The workbook covers the key expressions and conversations from each unit through translation and dictation.

Students can review the unit's key expressions and vocabulary through listening dictation.



Pop Ideas for Your Writing!

# WRITING POP!

*Writing POP!* is an enjoyable three-level writing series for young learners of English. Diverse strategies for successful writing are integrated in each section of this book. This will lead to learners developing a fuller grasp of English writing. Using a combination of both speaking and writing activities, the writing class will be more communicative, and it will help reinforce learners' language competence in both writing and speaking.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Teacher's Guide
- Answer key
- MP3 Files
- Project Paper

### Key Features

- » Leading the entire process of writing from brainstorming to publishing
- » Easy-to-follow model writings for each unit
- » Thought Maps for analyzing and organizing students' own writings
- » Speaking activities using main sentence structures
- » Grammar and punctuation practice for improving language accuracy

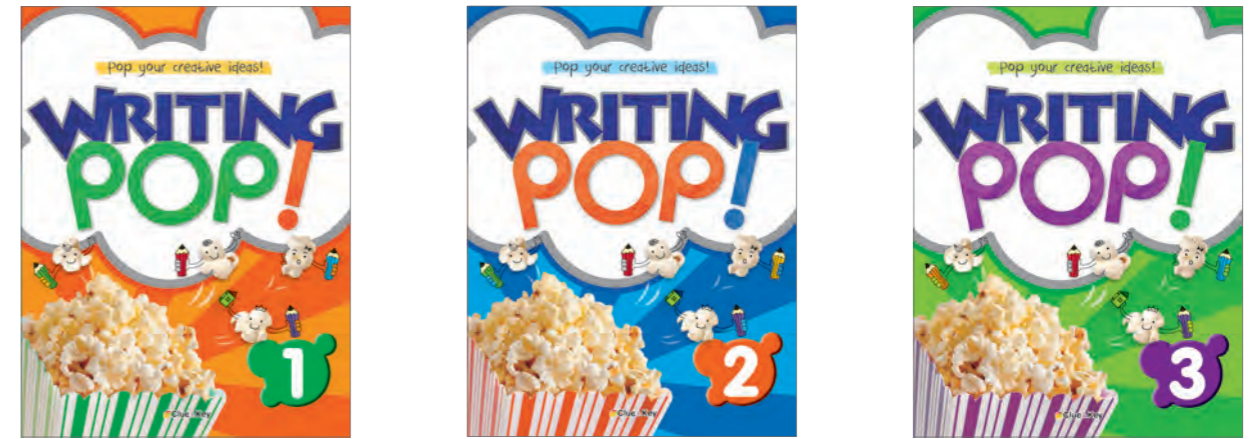
### Contents

Titles	Main Topics or Curriculum	Word Count
Writing POP! 1	Family Members, Best Friend, Things in My Room, Daily Life, Jobs, Superheroes, etc.	30~45 words
Writing POP! 2	My Town, Giving Directions, Party, My Favorite Movie, Weekend Activity, Summer Vacation, My Favorite Season, etc.	45~55 words
Writing POP! 3	My Travel Plan, Sickesses & Cures, Environment, Animals, News, Recipe, etc.	55~65 words

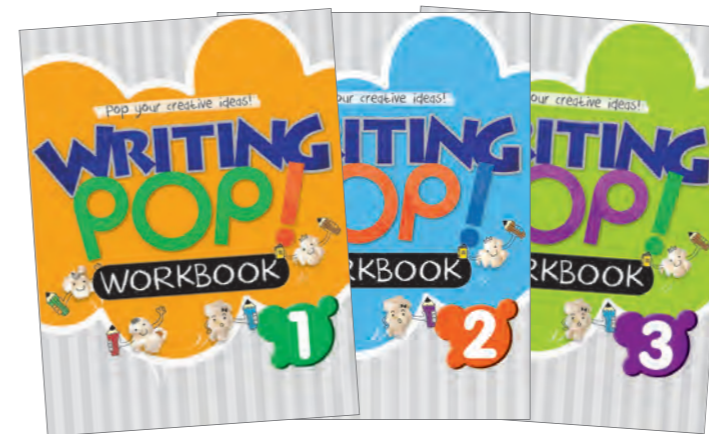
### Compositions

Titles	Units	Pages (SB/WB)	ISBN
Writing POP! 1 – Student Book + Workbook	8	84/32	978-89-6210-389-2
Writing POP! 1 – Classroom Teacher's Guide (Book)	8	68	978-89-6884-022-7
Writing POP! 2 – Student Book + Workbook	8	84/32	978-89-6210-390-8
Writing POP! 2 – Classroom Teacher's Guide (Book)	8	68	978-89-6884-023-4
Writing POP! 3 – Student Book + Workbook	8	84/32	978-89-6210-391-5
Writing POP! 3 – Classroom Teacher's Guide (Book)	8	68	978-89-6884-024-1

### Student Book



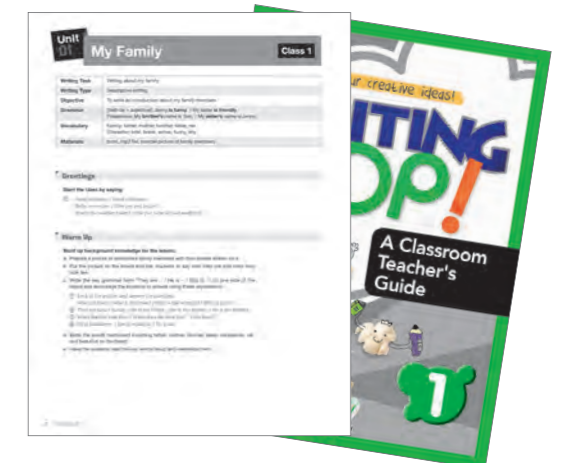
### Workbook



### Project Paper



### Teacher's Book



Sample Pages from the Student Book

**Unit 1 My Family**

**Get Ready** How many people are there in your family? Who are they?

Look and read. Put the correct stickers on the picture.

I am David.  
My sister's name is Janet.  
She is friendly and cute.

Now answer the questions below.

Who is the little girl? She is David's \_\_\_\_\_  
What is her name? Her name is \_\_\_\_\_

From Writing Pop! 1

Questions for brainstorming that stimulate students' interest in the topic of the target writing.

Key vocabulary is introduced in a fun and easy way by using colorful illustrations.

The images and sticker activity for activating schemata will increase young learners' motivation.

**Plan Your Story**

Fill in the blanks to organize your writing.

- I want to write about my \_\_\_\_\_ and \_\_\_\_\_.
- What are their names?  
\_\_\_\_\_ 's name is \_\_\_\_\_  
\_\_\_\_\_ 's name is \_\_\_\_\_
- How old are they?  
\_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_
- What is he/she like?  
\_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_

Complete your own Thought Map.

**Write Your Story**

Write a draft about your family members by using your Thought Map.

Title \_\_\_\_\_

Introduction I want to introduce my \_\_\_\_\_

Body My \_\_\_\_\_ 's name is \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_ years old.  
\_\_\_\_\_ is \_\_\_\_\_

Ending I like \_\_\_\_\_

**Writing Point**

Period Use a period (.) at the end of each sentence.  
e.g. He is nine years old.

Find the mistakes and correct them.

- My sister's name is Beth
- She is kind

Students organize their own ideas by answering questions and completing Thought Map.

Writing the first draft while utilizing the essential writing structures: introduction, body, and ending.

The mini lesson on punctuation and the exercises help students strengthen their writing accuracy.

Sample Pages from the Workbook

**Read & Think**

**Cathy's Writing**

Title My Special Family Members

Introduction I want to introduce my brother and sister.

Body My brother's name is Tom.  
He is nine years old.  
He is so active.  
My sister's name is Jenny.  
She is one year old.  
She is funny.

Ending I love them very much.

**Check Up** Read and answer the questions.

- What is Cathy's writing about?  
It is about her (father and mother / brother and sister).
- How old is Cathy's brother?  
① 1 year old
- What is Cathy's brother's name?  
His name is \_\_\_\_\_
- What is Tom like?  
Tom is \_\_\_\_\_  
Jenny is \_\_\_\_\_

**Thought Map** Complete the Thought Map.

Diverse types of comprehension questions are given in order to help students fully understand the model writing.

Students will discover how different ideas are linked together in writing by classifying the key information from the model writing.

**Unit 1 My Family**

Look at the words and put them in the correct box.

mother, kind, brother, father, sister, shy, brave, active

Family \_\_\_\_\_

Character \_\_\_\_\_

**Unscramble the sentences.**

- My / is / brother's / name / Tom / .
- one / year / old / is / She / .
- them / I / love / much / very / .
- is / \_\_\_\_\_

Write about your family members by using your draft. Then share it with your partner.

It also includes the final paper for students to share their work with peers.

The workbook reviews the key vocabulary and main sentence structures.

Research, Organize, and Write Better

# WRITING POP! UP NEW

*Writing POP! UP* is a three-level writing series. It employs a process approach to writing in which students brainstorm, outline, draft, and edit their own writing on nonfiction topics. In each unit, students first acquire the key words and phrases they need to gather ideas. Then, they structure and organize their ideas by using a graphic organizer. It also provides tips for all of the parts of a paragraph, which will help students strengthen their topic, body, and ending sentences. With *Writing POP! UP*, students can master “paragraph writing” to show their ideas to others.

**LEVEL** LOWER-INTERMEDIATE TO INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Teacher’s Guide
- Project Paper
- MP3 Files
- Answer Key

**Key Features**

- » Systematic guides from brainstorming to publishing
- » Guided questions to help students come up with ideas
- » A speaking activity related to each unit’s topic
- » Model writings in which diverse writing skills are utilized
- » Sentence-building exercises related to each unit’s topic
- » Graphic organizers that help students structure and organize their ideas

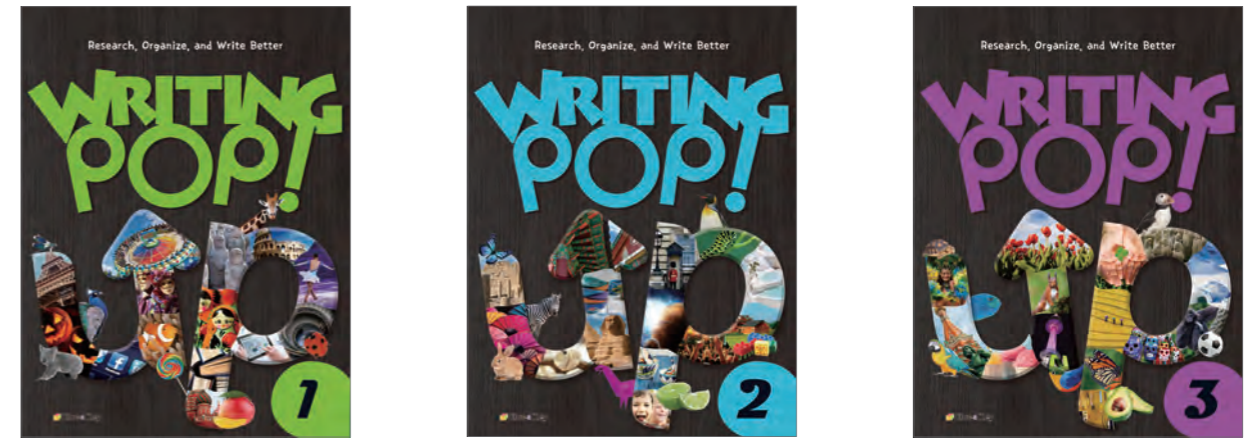
## Contents

Titles	Main Topics or Curriculum	Word Count
Writing POP! UP 1	Your Favorite Sport, What Happened on Your Best Birthday, The Most Fun Place, A Recipe for Something You Can Cook, Your Favorite Star, Similarities and Differences Between Friends, An Invitation Letter for a School Event, The Pet You Prefer	70~85 words
Writing POP! UP 2	Three Rules Your School Has, The City You Live In, Your Day at an Amusement Park, An Embarrassing Moment, The Life Cycle of an Insect, Your Favorite Website, Some Advantages of a Certain Field Trip Place, Your Day at an Amusement Park	85~100 words
Writing POP! UP 3	A Special Day in Your Country, Two Animals That Look Alike, A Famous Landmark in Your Country, A School Club You Recommend to Join, Your Favorite Book, A Great Person You Admire Most, Three Ways to Stay Healthy, How to Take Care of a Pet	100~115 words

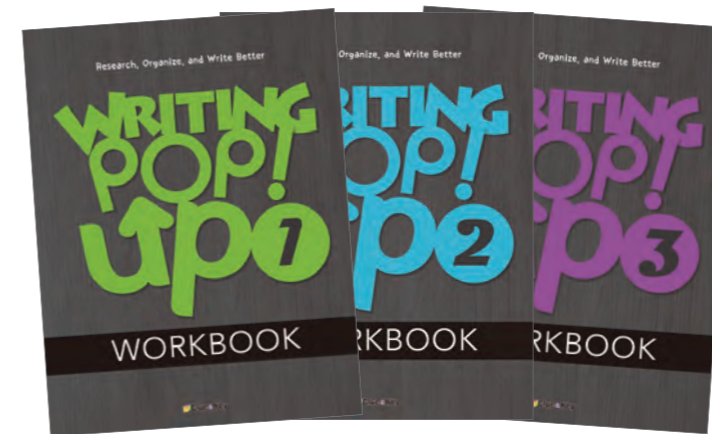
## Compositions

Titles	Units	Pages (SB/WB)	ISBN
Writing POP! UP 1 – Student Book + Workbook	8	84/32	978-89-6884-587-1
Writing POP! UP 1 – Classroom Teacher’s Guide (Book)	8	68	978-89-6884-612-0
Writing POP! UP 2 – Student Book + Workbook	8	84/32	978-89-6884-588-8
Writing POP! UP 2 – Classroom Teacher’s Guide (Book)	8	68	978-89-6884-613-7
Writing POP! UP 3 – Student Book + Workbook	8	84/32	978-89-6884-589-5
Writing POP! UP 3 – Classroom Teacher’s Guide (Book)	8	68	978-89-6884-614-4

## Student Book



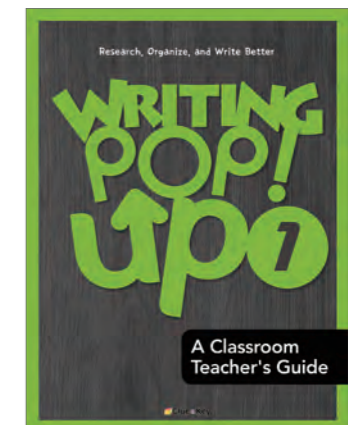
## Workbook



## Project Paper



## Teacher’s Book



Sample Pages from the Student Book

From Writing Pop! UP 1

**Unit 1 Soccer is my favorite sport.**  
Task: Write about your favorite sport.

**Brainstorming**  
A Brainstorm some words about sports.

**How About Me?**  
Q What is your favorite sport?  
My favorite sport is \_\_\_\_\_

The photos help students gain an interest in the writing topic and brainstorm about the topic while being introduced to new words.

Key vocabulary is introduced in a fun and easy way by using colorful illustrations.

Students are given a question that motivates them to start talking and to think about the given topic.

**Read for Ideas**  
David's Writing

**My Favorite Sport**

Soccer is my favorite sport. Eleven players on a team play soccer on a soccer field. You score a goal when you shoot the ball into your opponent's net. I play soccer with my friends after school every Wednesday. I am good at dribbling a soccer ball. I want to pass the ball better because I think the most exciting part of soccer is passing the ball. I want to play soccer every day.

**Organize Ideas**  
A Complete the organizer for David's writing.

Topic Sentence	_____ is my favorite sport.
Number of players	eleven
How I score / win	shoot the ball into the opponent's net
With whom	my friends
When I play it	every Wednesday
What I am good at	dribbling a soccer ball
The best part of it	passing the ball
Ending Sentence	I want to _____

**Writing Point**  
The Title  
The title tells you what the writing will be about. It should be centered above your essay. It is usually not a complete sentence.

**My Favorite Sport**  
Soccer is my favorite sport. Eleven players on a team play soccer on a soccer field. You score a goal when you shoot the ball into your opponent's net.

**Read and answer the questions.**  
1 What is this writing about?  
a David's favorite sport player  
b David's least favorite sport  
c What sport David likes the most

2 What is David good at?  
a shooting b passing c dribbling

3 Check T for true or F for false.  
a David wants to play soccer every Wednesday. T F

In this section, students can recognize and learn how to organize and structure ideas for a piece of writing.

This section provides a model writing. Each model utilizes a specific writing skill to help students write well-organized essays. After the reading, they check their comprehension.

In this section, students learn about each part of an essay: the role of each part and how to make all of them better.

**Words for Ideas**

A Look at and study the words.

1 What do you need when you play sports?  
goal net racket ice skates

2 What do you do when you play sports?  
dribble the ball shoot the ball hit the ball score a goal

3 Where do you play the sport?  
ice rink baseball field basketball court tennis court

**Talk About Me!**  
1 What do you need to play your favorite sport?  
I need \_\_\_\_\_

2 What do you do when you play it? And where do you play it?  
I \_\_\_\_\_ I play it on a(n) \_\_\_\_\_

B Fill in the blanks by using the words in the box.

- You play baseball on a \_\_\_\_\_.
- You play ice hockey on an \_\_\_\_\_.
- You play tennis on a \_\_\_\_\_.
- You need to wear \_\_\_\_\_ to play ice hockey.
- The tennis player hits the ball with a \_\_\_\_\_.
- The soccer player took the pass and \_\_\_\_\_ a goal.
- The basketball player \_\_\_\_\_ the ball into the net.
- In volleyball, the ball has to go over the \_\_\_\_\_.

ice skates baseball field scored racket  
ice rink tennis court net shoots

**Talk for Ideas**  
A Role-play with your partner.

Katie: What is your favorite sport?  
Derek: My favorite sport is baseball.  
Katie: Where do you play it?  
Derek: I play it on a baseball field.  
Katie: What do you do when you play it?  
Derek: I hit the ball and run to the bases.  
Katie: What is the most exciting part of it?  
Derek: I think the most exciting part of baseball is hitting a home run.

Key vocabulary and phrases are given with photos.

Students are given additional questions to help them focus their interest on the topic.

Students are encouraged to talk about their own experiences and ideas. In this activity, students can build their communicative language skills.

**Sentence Build Up**

Focus 1 I am good at dribbling a soccer ball.

A Unscramble the sentences.

- (good at / the basketball player / shooting / is / the ball)  
→ The basketball player is good at shooting the ball.
- (catching / the ball / is / good at / the baseball player)
- (the hockey puck / the ice hockey player / good at / hitting / is)
- (are / the volleyball players / good at / a ball / passing)

Focus 2 The most exciting part of soccer is passing the ball.

B Write the sentences by using the given key words.

- (baseball, hit a home run)  
→ The most exciting part of baseball is hitting a home run.
- (tennis, hit the ball)
- (ice hockey, win the game)
- (basketball, shoot the ball)
- (soccer, dribble the ball)

**Plan Your Writing**  
A Complete the organizer for your own writing.

Topic Sentence	_____ is my favorite sport.
Number of players	_____
How I score / win	_____
With whom	_____
When I play it	_____
What I am good at	_____
The best part of it	_____
Ending Sentence	I want to _____

Students research for their own writing and then complete their own graphic organizer.

Students can practice writing key sentence structures and patterns from the model writing.

Sample Pages from the Workbook

**Write a Draft**

Write a draft based on your outline on page 13.

Title \_\_\_\_\_ is my favorite sport.

Topic Sentence \_\_\_\_\_

Number of players \_\_\_\_\_

How to score/win \_\_\_\_\_ You \_\_\_\_\_

Who I play with \_\_\_\_\_

When I play it \_\_\_\_\_

What I am good at \_\_\_\_\_

The best part of it \_\_\_\_\_ the most exciting part of \_\_\_\_\_

Ending Sentence \_\_\_\_\_

**Quick Check**

- Does the title of your writing tell the readers what it will be about?
- Is the title a complete sentence?
- If you answered no to number 1 or yes to number 2, rewrite the title.

Students are now ready to write a first draft based on their graphic organizer.

Questions are provided for students to check their writing for each part of an essay that they learned in *Writing Point*.

**Unit 1 Soccer is my favorite sport.**

**A Look at the words and put them in the correct boxes.**

racket dribble pass run  
net shoot goal ice skates

**Sport Actions** **What You Need**

**B Circle the correct words and complete the sentences.**

- You play baseball on a baseball (rink / field) field.
- The soccer player (played / scored) \_\_\_\_\_ a goal.
- You play (basketball / ice hockey) \_\_\_\_\_ on an ice rink.
- You play tennis on a tennis (court / field) \_\_\_\_\_.
- In volleyball, the ball has to go over the (skate / net) \_\_\_\_\_.
- He (scores / shoots) \_\_\_\_\_ the ball into the net.

**C Correct the mistakes in red and rewrite the sentences.**

- The most exciting part of soccer is score a goal.  
→ The most exciting part of soccer is scoring a goal.
- The most exciting part of baseball is hit a home run.  
→ \_\_\_\_\_
- The most exciting part of basketball is shot the ball.  
→ \_\_\_\_\_
- The most exciting part of ice hockey is to winning the game.  
→ \_\_\_\_\_
- The most exciting part of tennis is hits the ball.  
→ \_\_\_\_\_

**D Make your own sentences by using the phrase 'be good at'.**

- The basketball player is good at shooting the ball.
- The baseball player \_\_\_\_\_
- The ice hockey players \_\_\_\_\_
- The volleyball player \_\_\_\_\_
- The tennis players \_\_\_\_\_

Students can review key vocabulary items and sentence structures through a variety of exercise formats.

**Project 1 Scrapbook**

**What to Do** Making a scrapbook about your favorite sports star

**How to Do It** Materials: paper, glue, colored pencils, photos

- Fold your paper in half. The outside is the cover of your scrapbook.
- Write some information about your favorite sports star inside the scrapbook.
  - who the star is
  - what sport the star plays
  - where he/she is from
  - what he/she is good at
  - his/her achievements
- Find some photos of the star and glue them in your scrapbook.
- Decorate the book as you want.

**Sample Writing**

**My Favorite Sports Star**

My favorite sports star is Yao Ming. He played basketball. Yao is from China. He is 229 cm tall. Yao played for the Houston Rockets in the NBA. He played from 1997 to 2011. He was good at dunking the basketball. He scored more than 9,000 points and was on the all-star team eight times. He also played for the Chinese Olympic basketball team. Now he is retired and lives in China.

**Your Draft**

**Useful Words**

- soccer: score a goal, pass the ball, striker, defender, midfielder
- baseball: pitch the ball, hit the ball, pitcher, batter
- basketball: shoot, rebound, pass, dribble, block a shot, slam dunk
- swimming: freestyle, backstroke, breaststroke, butterfly

Using content from the main book, these fun activities allow students to share their compositions with their peers. They practice writing in different formats, including posters, scrapbooks, mini-books, surveys, reports, and recipes.

**Unit 1 \_\_\_\_\_'s Writing**

★ Write about your favorite sport by using your draft. Then, share it with your partner.

**Peer Check**

Peer Editor: \_\_\_\_\_ Date: \_\_\_\_\_

- Does the title of your friend's writing tell you what it will be about?
- Is the title a complete sentence?
- If you answered no to number 1 and yes to number 2, rewrite the title.
- Can you find these in your friend's writing?
 

- what he or she needs to play the sport	Yes <input type="checkbox"/>	No <input type="checkbox"/>
- where he or she plays the sport	Yes <input type="checkbox"/>	No <input type="checkbox"/>
- how he or she scores / wins	Yes <input type="checkbox"/>	No <input type="checkbox"/>
- what he or she does while playing the sport	Yes <input type="checkbox"/>	No <input type="checkbox"/>

They can also write the final draft of their essay and engage in peer review. Through peer review, students can strengthen their writing.

A Young Learners' Grammar Textbook that Systematically Reinforces Grammar Skills

# FIRST STEP IN GRAMMAR

*First Step in Grammar* aims to motivate young learners to learn grammar through various creative tasks. This series enables young learners to learn grammar while they describe things and express ideas related to their daily lives with the target grammar points.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- Teacher's Guide
- Test
- Lesson Plan
- Answer Key
- Video Lectures

### Key Features

- » Facilitating learning the most integral patterns of grammar through image/task-based activities
- » Building the new key learning within the context of cumulative grammar points
- » Reinforcing key learning with 4-step interactive assessment activities: Quick Check, Review Test, Challenge Test, and Talking about Pictures/Quiz
- » Providing two-step Book 1 (1A, 1B) to help build a successful foundation

### Contents

Titles	Main Topics or Curriculum
First Step in Grammar 1A	Nouns, Pronouns, Articles, Adjectives, Prepositions, Parts of a Sentence
First Step in Grammar 1B	Pronouns, Possessives, Wh-Questions, Sentences
First Step in Grammar 2	Verbs, Nouns, Adjectives, Modal Verbs, Questions
First Step in Grammar 3	Adverbs, Tenses of Verbs, Tenses of Modal Verbs, Infinitives, Gerunds, Comparatives & Superlatives

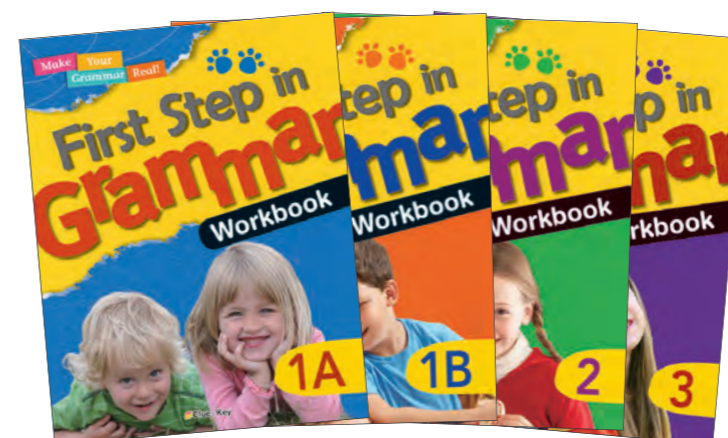
### Compositions

Titles	Chapters	Lessons	Pages (SB/WB)	ISBN
First Step in Grammar 1A – Student Book + Workbook	5	15	116/32	978-89-6210-224-6
First Step in Grammar 1A – Classroom Teacher's Guide (Book)	5	15	68	978-89-6884-038-8
First Step in Grammar 1B – Student Book + Workbook	5	16	116/36	978-89-6210-225-3
First Step in Grammar 1B – Classroom Teacher's Guide (Book)	5	16	76	978-89-6884-039-5
First Step in Grammar 2 – Student Book + Workbook	6	19	120/40	978-89-6210-226-0
First Step in Grammar 2 – Classroom Teacher's Guide (Book)	6	19	88	978-89-6884-040-1
First Step in Grammar 3 – Student Book + Workbook	6	18	116/40	978-89-6210-227-7
First Step in Grammar 3 – Classroom Teacher's Guide (Book)	6	18	80	978-89-6884-041-8

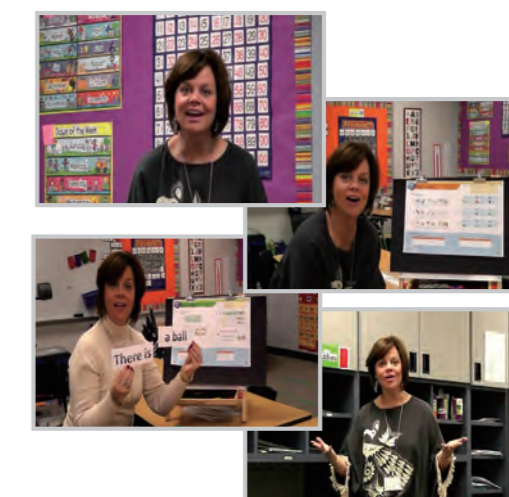
### Student Book



### Workbook



### Video Lectures



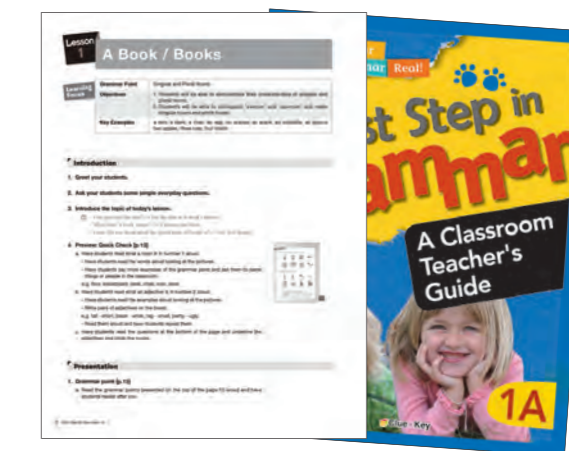
### Test Set

2 Review Tests + 1 Final Test / per every SB



DOWNLOAD

### Teacher's Book



Sample Pages from the Student Book

From First Step in Grammar 1A

**Lesson 1 A Book / Books**

**Catch the grammar**  
Read and find the differences.

**Read and find the changes.**

an apple → an apple +s → two apples  
 a cat → a cat +s → two cats → three cats → four cats  
 a chair → a chair +s → two chairs → three chairs → four chairs

**Grammar Point: Singular and Plural Nouns**  
 1. Singular noun (one): a / an + noun  
 2. Plural noun (two and more): noun + -s

**Make it yours**

1. Singular Noun (one): a / an + Noun

a + Noun starts with a consonant	an + Noun starts with a vowel
a chair	an apple
a cat	an egg
a desk	an iguana
a table	an orange
a bed	an umbrella

2. Plural Noun (two and more): Noun + -s

Noun + -s	
two apples	six chairs
three oranges	seven cats
four apple <input type="checkbox"/>	eight chair <input type="checkbox"/>
five orange <input type="checkbox"/>	nine cat <input type="checkbox"/>

\*When you count, start with one, not a/an. (one book, two books, three books...)

This presents tasks such as quizzes, readings, matching, and puzzles that enable students to recognize the repetitive grammar patterns from the task.

This shows a brief summary on what students will learn in each lesson.

Students have the opportunity to confirm grammar rules by organizing the target patterns in the grammar chart.

**Chapter 1 Review Test**

**A Choose the right one.**

1. (a/an) book  
 2. (a/an) album  
 3. (a/an) eraser  
 4. (a/an) happy boy  
 5. (a/an) brush  
 6. (a/an) pillow  
 7. (a/an) onion  
 8. (a/an) hot oven  
 9. (a/an) sad boy

**B Choose the right one.**

1. a box → three (box/boxes/boxes)  
 2. a watch → two (watch/watches/watches)  
 3. a butterfly → two (butterflys/butterflies/butterflys)  
 4. a boy → two (boys/boies/boies)  
 5. a leaf → two (leaves / leafs/leafes)  
 6. a fox → two (foxs/foxs/foxves)

**Chapter 1 Challenge Test**

**A Count.**

1. two eggs  
 2. ( ) bus  
 3. ( ) peach  
 4. ( ) iron  
 5. ( ) fox  
 6. ( ) brush  
 7. ( ) potato  
 8. ( ) leaf

**B Choose the right one.**

1. ① an old desk  
 ② old desks  
 ③ a new desk  
 2. ① a tall candle  
 ② tall candles  
 ③ a short candle  
 3. ① a red leaf  
 ② red leaves  
 4. ① black flies  
 ② a black fly

Cumulative questions about what the entire chapter covers reinforce students' understanding of targeted grammar rules.

This deals with higher level of questions that involve more integrated analysis so that students can deepen their understanding of grammar rules.

Sample Pages from the Workbook

**Exercise**

**Choose the right ones.**

1. (a / an) bag  
 2. (a / an) elephant  
 3. (a / an) airplane  
 4. (a / an) cap  
 5. (a / an) eagle  
 6. (a / an) umbrella

**Fill in the each column with correct ones.**

a + noun	an + noun
pen	

**Quick Check**

**1. Noun: name things (people, animals, places, things)**

boy girl book crayon  
 school bridge cat dog

**2. Adjective: talk more about nouns**

tall boy short boy black crayon white crayon  
 big school small school pretty cat ugly cat

**Underline the adjectives and circle the nouns.**

1. tall girl 2. black cat 3. sad dog  
 4. big school 5. white cat 6. ugly dog

This includes various questions that students can use to check their understanding of grammar rules.

This contains warm-up activities used as a preview and sometimes as a review to connect previous lessons with the current one.

**Chapter 1 Lesson 1**

**Review the grammar points.**

Circle five vowels.

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

**B Fill in the blanks.**

1. three  
 2. eraser  
 3. cat  
 4. dog  
 5. eagle

**Word Bank:** eagle, egg, dog, cat, umbrella, eraser

**A Choose the right ones.**

(an / a) elephant  
 (an / a) dog  
 (an / a) apple  
 (an / a) egg  
 (an / a) orange  
 (an / a) airplane  
 (an / a) cat  
 (an / a) ant  
 (an / a) house

**C Correct the wrong ones.**

1. two book books  
 2. a cats  
 3. three pencil  
 4. a oven  
 5. two umbrella  
 6. an chair  
 7. a oranges  
 8. an eagles  
 9. a iguana  
 10. an owl  
 11. a octopus

The workbook offers more exercises to strengthen students' grammar skills.

Sample Pages from the Student Book

Improving Speaking as well as Listening Comprehension

# SPEAKING KNOCKER

*Speaking Knocker* series is designed to help young learners who are studying English either as a first language or as a foreign language. The books will help students improve their English speaking skills and listening comprehension. The goal of the series is to introduce everyday high-frequency expressions, that are common for elementary school students.

**LEVEL** HIGH-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- MP3 Files
- Answer Key
- Test
- Unit Sample

### Key Features

- » Each lesson presents target vocabulary as well as phrases and expressions.
- » Task-based exercises and illustrations help students build their essential vocabulary and demonstrate comprehension.
- » Every two lessons, there is a review section for students to check the keywords and expressions.

### Contents

Titles	Main Topics or Curriculum
Speaking Knocker 1	Task-Based Speaking and Listening Exercises
Speaking Knocker 2	Task-Based Speaking and Listening Exercises

### Compositions

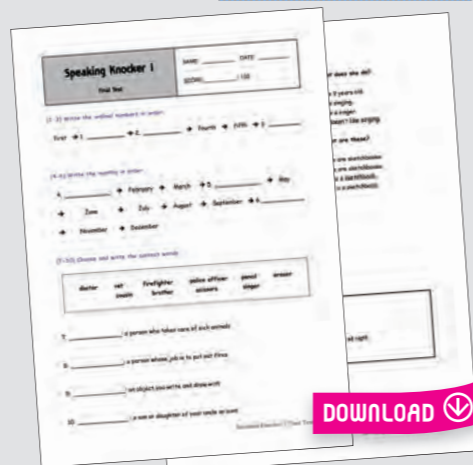
Titles	Units	Pages	ISBN
Speaking Knocker 1 – Student Book + 1 Audio CD	8	60	978-89-6037-163-7
Speaking Knocker 2 – Student Book + 1 Audio CD	8	60	978-89-6037-164-4

### Student Book



### Test Set

1 Final Test / per every SB



DOWNLOAD

Speaking practice of the main functional dialogs.

From Speaking Knocker 1

**Lesson 1 What Grade Are You in?**

Listen and repeat the dialogue. 02

I don't have enough money! I can't go in.

Let's go to the aquarium!

What grade are you in?

I'm in the third grade.

I am 3 years old.

Listen and learn the key vocabulary in each unit.

first second third fourth fifth sixth seventh eighth ninth tenth

**Speaking Exercise**

Speak Up 04

What school do you go to?

I go to Edu elementary school.

What grade are you in?

I am in the third grade.

1. Edu / third

2. Holy / fifth

3. Hawthorn / sixth

4. Warwick / fourth

On Your Own

**Think & Talk**

Charlie, Sarah, and Juno went to the aquarium. But Juno couldn't go in, because he didn't have enough money. Sarah saw the sign at the ticket office. It said that the children under 7 don't need to pay. Suddenly, Sarah was struck with a bright idea! Charlie and Sarah made Juno dress up as a very young kid! But they were caught lying!

Make your own ending. Imagine that you do...

With the target words and key expressions learned previously, students can paraphrase the story and make a new ending.

**Lesson 1**

**A Listen and choose the correct dialogue.** 05

1. a b c

2. a b c

**B Listen and number the pictures.** 06

strong

short

**C Listen and match.** 07

1. Who is the smartest? Frank

2. Who is slower than Jimmy? Jimmy

3. Who is the slowest? Harry

**D Listen and complete the dialogue.** 08

Sarah: Who is the \_\_\_\_\_ at school?

Charlie: Julie is \_\_\_\_\_ most beautiful at school.

Sarah: Did you said that I am the most beautiful?

Charlie: Sorry, Sarah! I lied to you.

Sarah: You are the \_\_\_\_\_ brother I've ever seen.

**E Check true or false.**

1. Charlie thinks that Julie is the most beautiful. True  False

2. Charlie lied to Julie. True  False

3. Sarah thinks that Charlie is a very good brother. True  False

Listening exercises with various types of activities, such as numbering, dictation, and T/F choice.



Sample Pages from the Student Book

For Excellent Presentations in English

# SPEAKING ZAPPER

*Speaking Zapper* is a practical book for lower-intermediate level students. It provides hands-on practice on crucial skills and techniques for presentations. It consists of four lessons focused on a specific subject. It applies a step-by-step presentation process in every lesson.

**LEVEL** LOWER-INTERMEDIATE

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- MP3 Files
- Teacher's Guide
- Unit Sample

**Key Features**

- » Each unit focuses on different presentation skills according to the specific subject.
- » In the appendix, students can learn how to deliver a speech and how to revise their own draft through the exercises and explanation.
- » Students can listen to their classmates' presentations and give marks with the evaluation sheet.

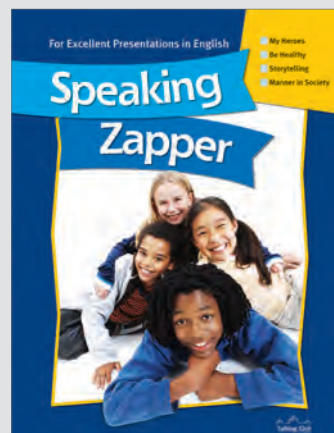
## Contents

Titles	Main Topics or Curriculum
Speaking Zapper	My Heroes, Be Healthy, Storytelling, Manners in Society

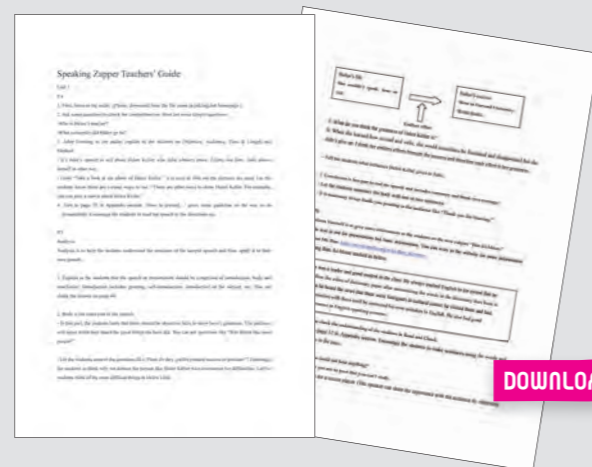
## Compositions

Titles	Units	Pages	ISBN
Speaking Zapper – Student Book (+MP3 files)	4	48	978-89-6037-159-0

## Student Book



## Teacher's Guide



DOWNLOAD

From Speaking Zapper

A sample speech is given to serve as a good model.

Students can analyze the structure of the speech.

By checking the sample speech's objective, audience, time, length, and method, students can understand the speech more easily.

Another example speech is given.

Based on the two previous speeches, students can make their own speeches after the brainstorming process.

Comprehension check up questions for the speech text.

Graded Readers: A Special Program for Early Childhood Language and Literacy

# KIDS TOWN

*Kids Town* is a well-structured graded readers program which is suitable for preschoolers' easy reading and support their extensive reading. This program basically offers English educational contents which is created for learners of English as a foreign language. However, it can also enhance children's physical education, social relationship, art, communication skills, and researching abilities. It is planned to enhance kids' creativity while learning vocabulary in each lesson. After studying the targeted vocabulary, kids can show and express their own imaginations and ideas on the creative arts book. And through the riddle game, their English ability and their own creativity will grow together.

**LEVEL LOWER-BEGINNER**

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- MP3 Files
- Lesson Plan

### Key Features

- » Charming stories which are written focusing on children's word acquisition
- » Attractive illustrations and creative art books, which develop children's creativity
- » Additional workbook with lots of resources, which enables children to enjoy learning
- » Interactive CDs with flash animations, songs and dances, word games, and art plays

## Contents & Compositions

Level	No.	Titles (Storybook + Workbook + Creative Arts + 1 Hybrid CD)	Main Topic	Page (SB/WB/CA)	ISBN
<b>Basic Level</b> *Preparatory stage with 80 words	1	Good Morning, Sun	Greeting	28/12/8	978-89-6037-982-4
	2	My Toys	Toy	28/12/8	978-89-6037-990-9
	3	My Family	Family	28/12/8	978-89-6037-994-7
	4	The Animal Band	Animal	28/12/8	978-89-6037-107-1
	5	Playing in the Water	Summer	28/12/8	978-89-6037-269-6
	6	Picnic	Picnic	28/12/8	978-89-6884-046-3
	7	Dad and I	Myself	28/12/8	978-89-6884-163-7
	8	Put on Your Clothes	Clothes	28/12/8	978-89-6884-294-8
	9	We Can Share It	Numbers	28/12/8	978-89-6884-407-2
	10	I Can't Pool!	Food	28/12/8	978-89-6884-456-0

Level	No.	Titles (Storybook + Workbook + Creative Arts + 1 Hybrid CD)	Main Topic	Page (SB/WB/CA)	ISBN
<b>Level 1</b> *Expansive stage with 110 words	1	Go to the Toilet!	Habit	28/12/8	978-89-6037-983-1
	2	It's Fun	Season	28/12/8	978-89-6037-991-6
	3	Marry Me	Marriage	28/12/8	978-89-6037-995-4
	4	Go to the Market	Market	28/12/8	978-89-6037-198-9
	5	Let's Play with Colors!	Colors	28/12/8	978-89-6037-271-9
	6	Happy Delivery	Transportations	28/12/8	978-89-6884-047-0
	7	It is Okay to Be Different	Shapes	28/12/8	978-89-6884-164-4
	8	The Kids Olympics	Sport	28/12/8	978-89-6884-295-5
	9	You Are a Nice Sister	Brother and Sister	28/12/8	978-89-6884-408-9
	10	I Love Field Trips	Week	28/12/8	978-89-6884-457-7
<b>Level 2</b> *Associative stage with 160 words and collocations	1	Wake Up, Bobby Bear!	Classroom	28/12/8	978-89-6037-984-8
	2	The Magic Garden	Weather	28/12/8	978-89-6037-992-3
	3	My House Is the Best	House	28/12/8	978-89-6037-996-1
	4	Catch Me	Position	28/12/8	978-89-6037-238-2
	5	If You Don't Wash	Health	28/12/8	978-89-6037-296-2
	6	World Cooking Contest	World	28/12/8	978-89-6884-048-7
	7	Surprise Party	Tools	28/12/8	978-89-6884-165-1
	8	Love Song	Instruments	28/12/8	978-89-6884-296-2
	9	Have You Seen My Book?	Book	28/12/8	978-89-6884-409-6
	10	The Science Cave	Science	28/12/8	978-89-6884-458-4
<b>Level 3</b> *Explosive stage with 260 words and collocations	1	Let's Play Together	Kindergarten	28/12/8	978-89-6037-985-5
	2	I Want to Travel	Nature	28/12/8	978-89-6037-993-0
	3	My Town	Our Town	28/12/8	978-89-6037-997-8
	4	Pocket Money	Economy	28/12/8	978-89-6037-239-9
	5	What Can You See?	Sea	28/12/8	978-89-6037-452-2
	6	World Festival	Festival	28/12/8	978-89-6884-049-4
	7	Trash Monster	Global Environment	28/12/8	978-89-6884-166-8
	8	Space Adventure	Space	28/12/8	978-89-6884-297-9
	9	A Boy and a Cat	Art	28/12/8	978-89-6884-410-2
	10	It's Time to Go to School	School	28/12/8	978-89-6884-459-1

Student Book



Workbook



Creative Arts



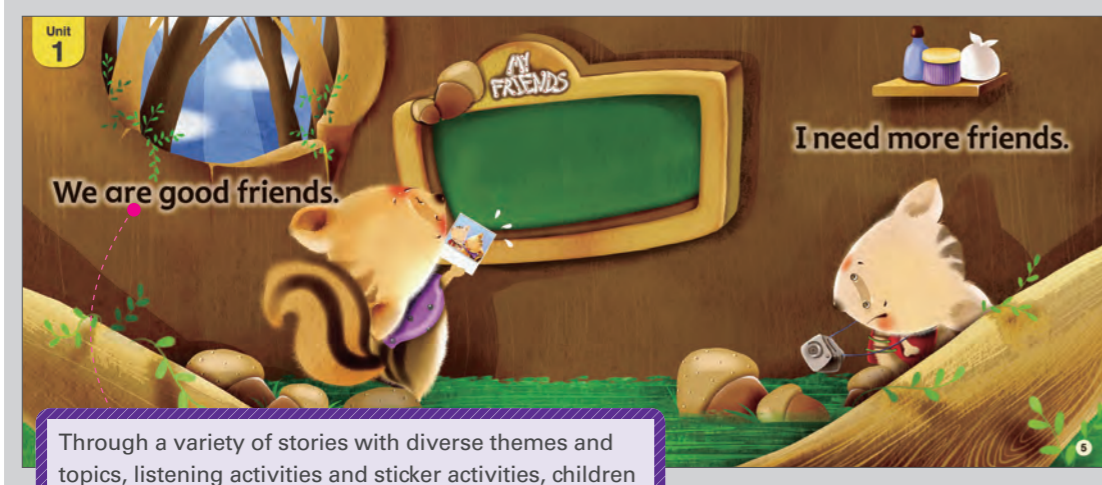
Smart Learning with Interactive CDs

Teachers and students can make the best use of their computers and audios with the interactive CDs. On the whiteboard (IWB) or computer screen, kids can see fantastic animations which shows the storylines and characters of the storybooks. They can also copy the songs and dances from *Kids Town* with the charming 3D characters. And *Art Gallery* is an interesting way for kids to show and use their creativity.

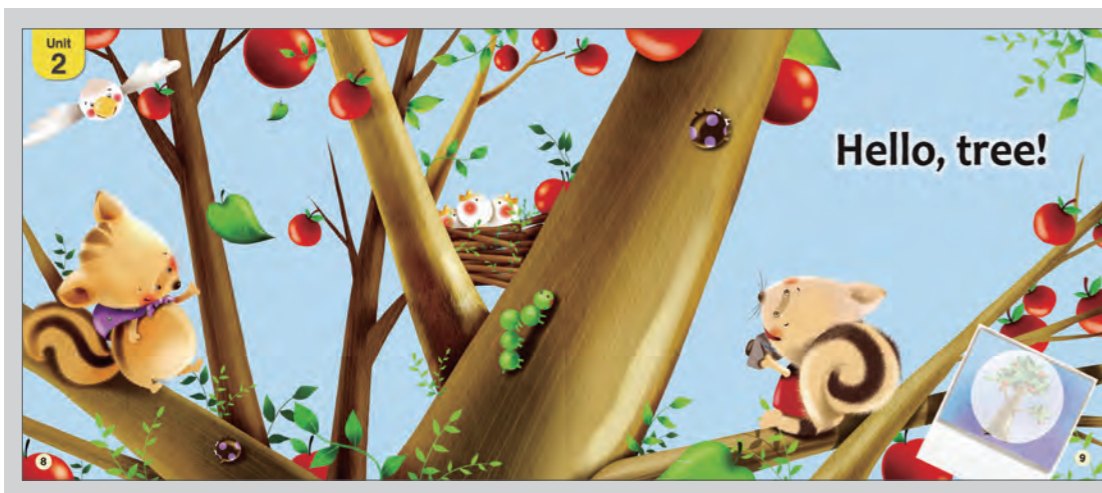


Sample Pages from the Storybook

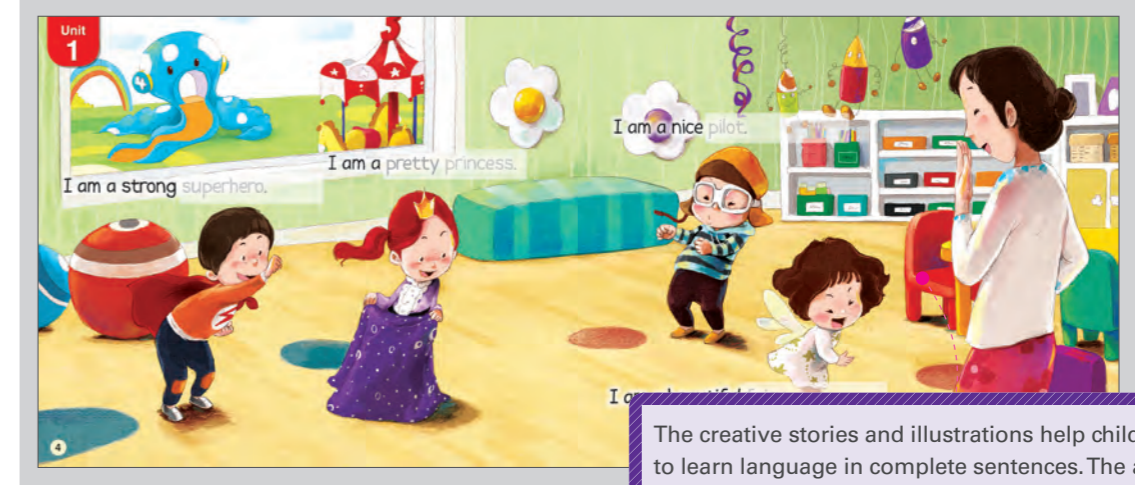
From  
BASIC-1: Good Morning Sun



Through a variety of stories with diverse themes and topics, listening activities and sticker activities, children can explore their personal values and be good friends to each other.



From  
Level 3-1: Let's Play Together



The creative stories and illustrations help children to learn language in complete sentences. The audio sounds can stimulate children's sense of hearing and then be retained in their long-term memories.



Key Words		Let's Play Together vol.1	
<b>Unit1</b>	<b>Unit2</b>	<b>Unit3</b>	<b>Unit 1</b> Who are you? I am a strong superhero. I am a pretty princess. I am a beautiful fairy. I am a nice pilot.
superhero.	swing.	has a cute chair.	
pretty princess.	seesaw.	handle.	
pilot.	merry-go-round.	tent.	
fairy.	ride!	has funny steps.	
the playground.	slide.	idea.	
<b>Unit4</b>	dizzy.		
are flying.	excited.		
scared.	inside, please!		

The stickers and the origami projects will help children do some activities by themselves and get motivated to learn.

Sample Pages from the **Workbook**

**UNIT 1**

Match.

superhero • playground • pilot

fairy • princess

Find and circle!

Let's do the role play!

Hi! Nice to meet you. I am a strong superhero.

Hi! Nice to meet you. I am a pretty princess.

Good morning, friends. I am a beautiful fairy.

Good morning, friends. I am a nice pilot.

Get in pairs and pick a card!

Hug each other! Play rock, paper, scissors! Shake hands! Fight with swords!

**CHECK UP!** I want to be a \_\_\_\_\_

The workbook includes some tips for vocabulary expansion and a picture dictionary. Through repeated learning, children can have surprisingly good and long-lasting memories of what they learned.

Worksheet\_Class Activity

**DOWNLOAD**

Teachers can use these worksheets for class activities when they talk about the characters or main things from the stories. Students also can talk together while using these stuffs.

Sample Pages from the **Creative Arts**

Let's scribble on the wall. wicked

What are you pouring water on? pour

All of the vocabulary and sentences in this book are created based on the rule of lexical collocation so that children can build their vocabulary.

I am wicked. I like scribbling.

Children can make their own pictures by using their imagination and creativity while drawing, completing and coloring on each page.

Word Map

**WORD MAP**

vol. 1

sun cloud tree apple

bird hat star moon

**WORD MAP**

vol. 1

playing poo toilet drawing

driving mirror reading potty

**DOWNLOAD**

These word maps have the approach to vocabulary acquisition which is based on the theory of Ebbinghaus' forgetting curve. Children can improve their long-term memories by reviewing the work they did at the previous month as well as the work they did six months ago at the same time.

These word maps can be put on classroom walls or be used as flashcards during classes.

Creative Stories for Beginners Who Have Basic Comprehension Skills

# STORY CLUB II

*Story Club II* is a literacy program for beginners who have basic comprehension skills. It is composed of 6 appealing and enjoyable stories, which are all creations. Each story is carefully graded to ensure a steady and natural progress by repeated structures and story lines that are easy to remember.

**LEVEL** BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Worksheet
- MP3 Files
- Answer Key

### Key Features

- » Language structure and vocabulary with attractive illustrations
- » Workbooks to help students consolidate the language structures and letter sounds
- » Audio CD for each story that features a dramatic narration
- » Songs and chants to reinforce the meanings of the stories

### Contents

Titles	Target Vocabulary
Story Club 2-1: <i>The Happy Little Chef</i>	280 ~ 420 words
Story Club 2-2: <i>Goodbye, Froggies!</i>	
Story Club 2-3: <i>The Happy Mailman</i>	
Story Club 2-4: <i>The Lonely Tree and the Wind</i>	
Story Club 2-5: <i>The Little Girl's Treasure</i>	
Story Club 2-6: <i>A Wolf and the Starry Sky</i>	

### Compositions

Titles	Pages (SB/WB)	ISBN
Story Club 2-1 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-277-1
Story Club 2-2 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-278-8
Story Club 2-3 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-279-5
Story Club 2-4 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-280-1
Story Club 2-5 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-281-8
Story Club 2-6 – Storybook + Workbook +1 Audio CD	28/8	978-89-6037-282-5

### Storybook

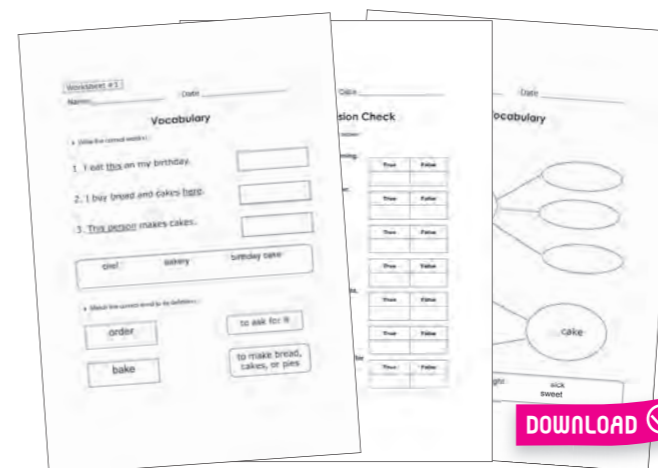


### Workbook



### Worksheet

4 worksheets / per every SB



DOWNLOAD



Sample Pages from the Storybook

From  
2-1: The Happy Little Chef

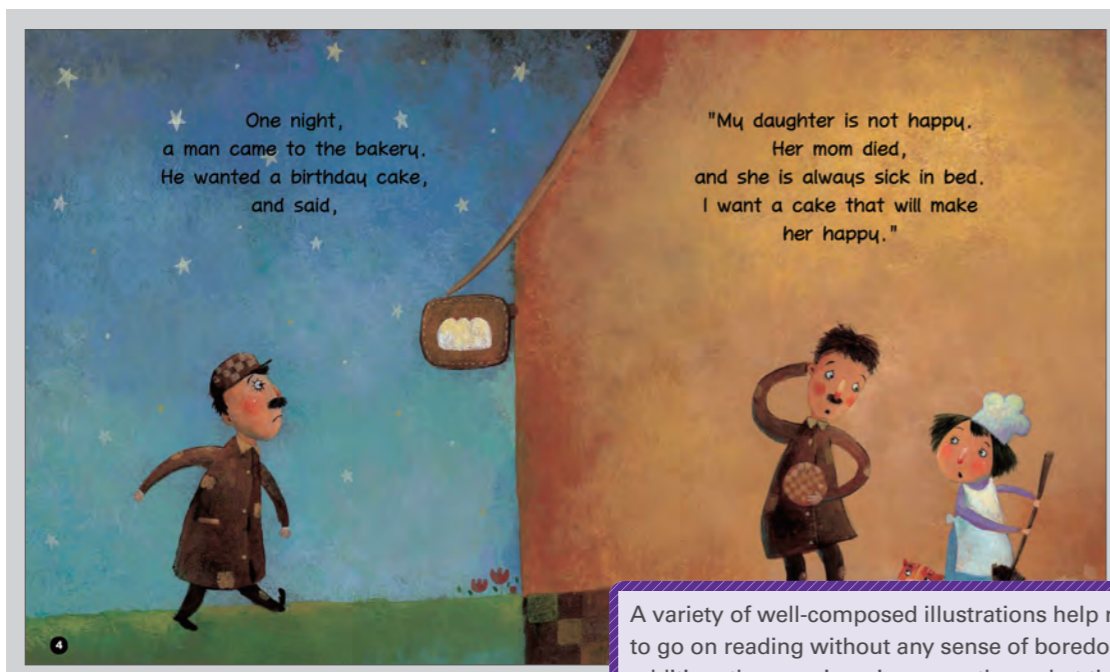


Six fun, creative stories stimulate readers to get curious about how the stories will develop. Each story leads the readers to acquire reading habits by bringing out their imagination.

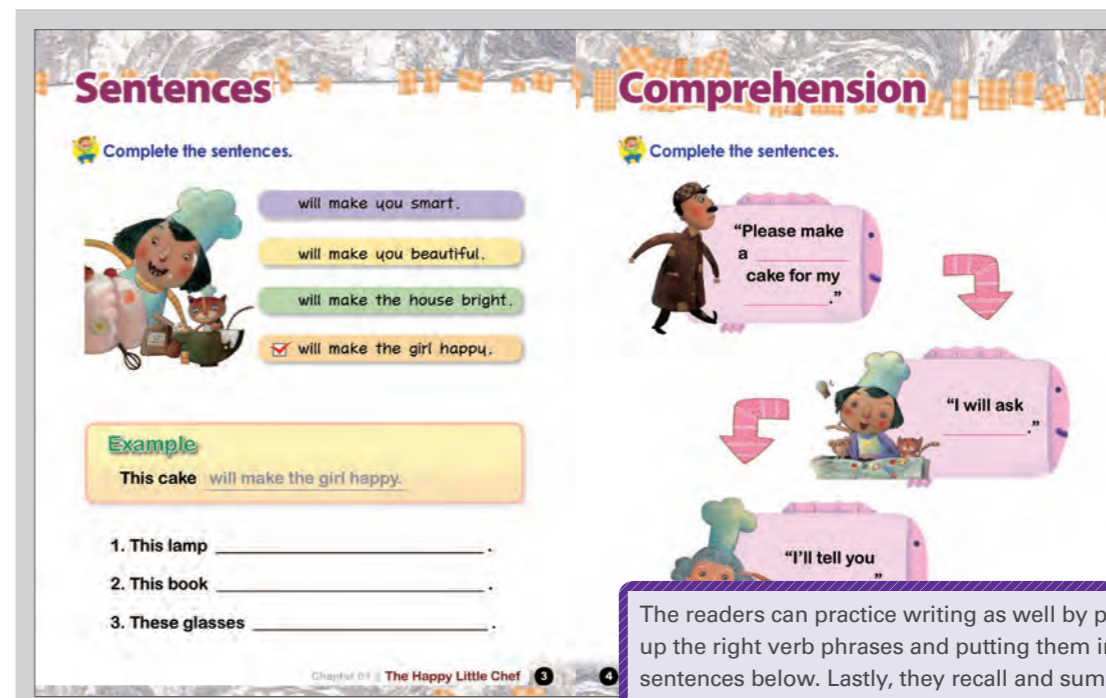
Sample Pages from the Workbook



The workbooks were designed to check if the readers fully comprehend the stories and to build other skills as well as reading with the contents of each story. The readers can practice listening by association with illustrations and complete sentences by choosing the right words in brackets.



A variety of well-composed illustrations help readers to go on reading without any sense of boredom. In addition, they can imagine more than what the texts show, which will help them understand the story better.



The readers can practice writing as well by picking up the right verb phrases and putting them in correct sentences below. Lastly, they recall and summarize each story by completing the key sentences.

Literary Classics for High-Beginners Who Have Reading Habits

# STORY CLUB III

*Story Club III* is a literacy program for high-beginners who have reading habits. It is composed of 12 enjoyable famous stories so that readers can read more stories. Readers can get more motivated and more focused on reading because they would be getting curious about how the story they have already known is going to be written in English. It will lead them to be the independent readers at last.

**LEVEL HIGH-BEGINNER**

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
---------------	----	----	----	----	----

**DOWNLOAD**

- Unit Sample
- Lesson Plan
- Worksheet
- MP3 Files
- Answer Key

### Key Features

- » Language structure and vocabulary with attractive illustrations
- » Workbooks to help students consolidate the language structures and letter sounds
- » Audio CD for each story that features a dramatic narration
- » Songs and chants to reinforce the meanings of the stories

### Contents

Titles	Target Vocabulary
Story Club 3-1: <i>The Little Match Girl &amp; The Bremen Town Musician</i>	450 ~ 600 words
Story Club 3-2: <i>The King's New Clothes &amp; The Best Thing in the World</i>	
Story Club 3-3: <i>Sleeping Beauty &amp; The Frog Prince</i>	
Story Club 3-4: <i>The Magic Flute &amp; Thumbelina</i>	
Story Club 3-5: <i>Brave Tailor &amp; Five Green Peas</i>	
Story Club 3-6: <i>The Little Tin Soldier &amp; The Swan Princesses</i>	

### Compositions

Titles	Pages (SB/WB)	ISBN
Story Club 3-1 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-284-9
Story Club 3-2 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-285-6
Story Club 3-3 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-286-3
Story Club 3-4 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-287-0
Story Club 3-5 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-288-7
Story Club 3-6 – Storybook + Workbook +1 Audio CD	32/8	978-89-6037-289-4

### Storybook



### Workbook



### Worksheet

6 worksheets / per every SB



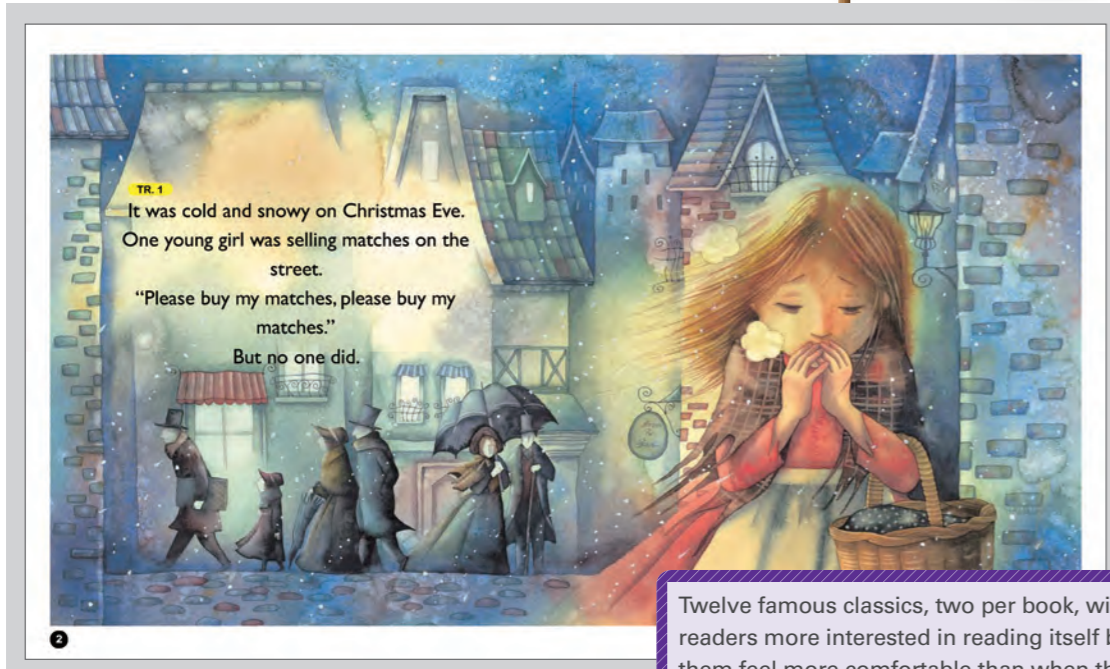
DOWNLOAD





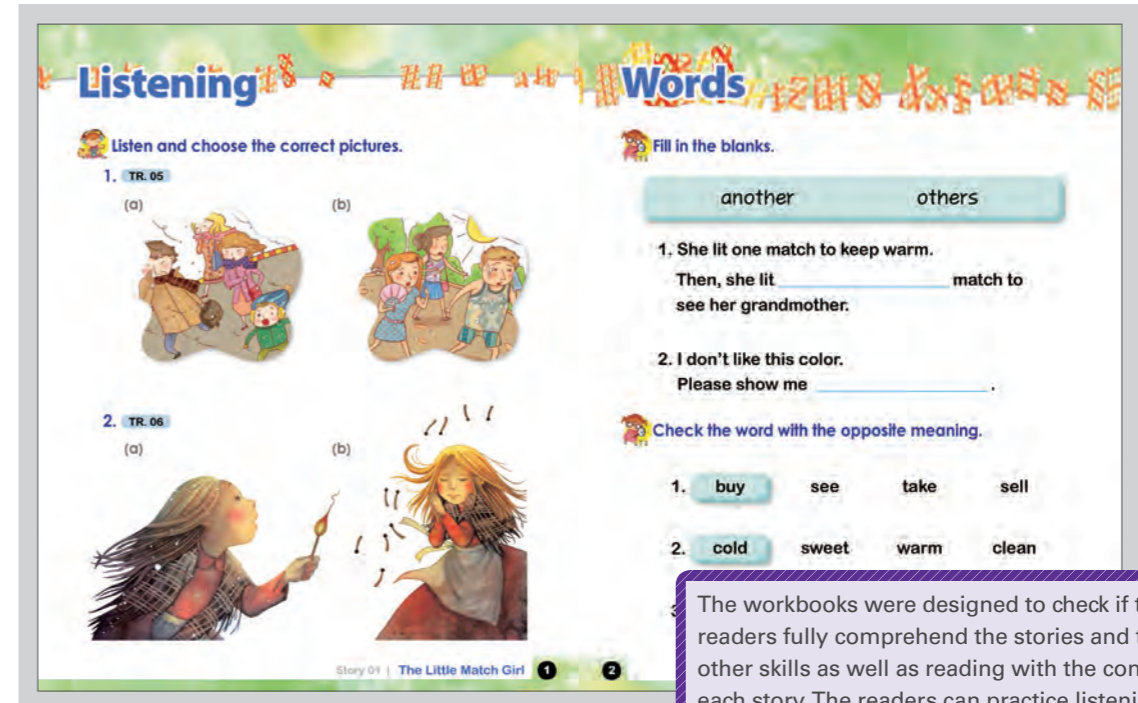
Sample Pages from the Storybook

From  
3-1: The Little Match Girl

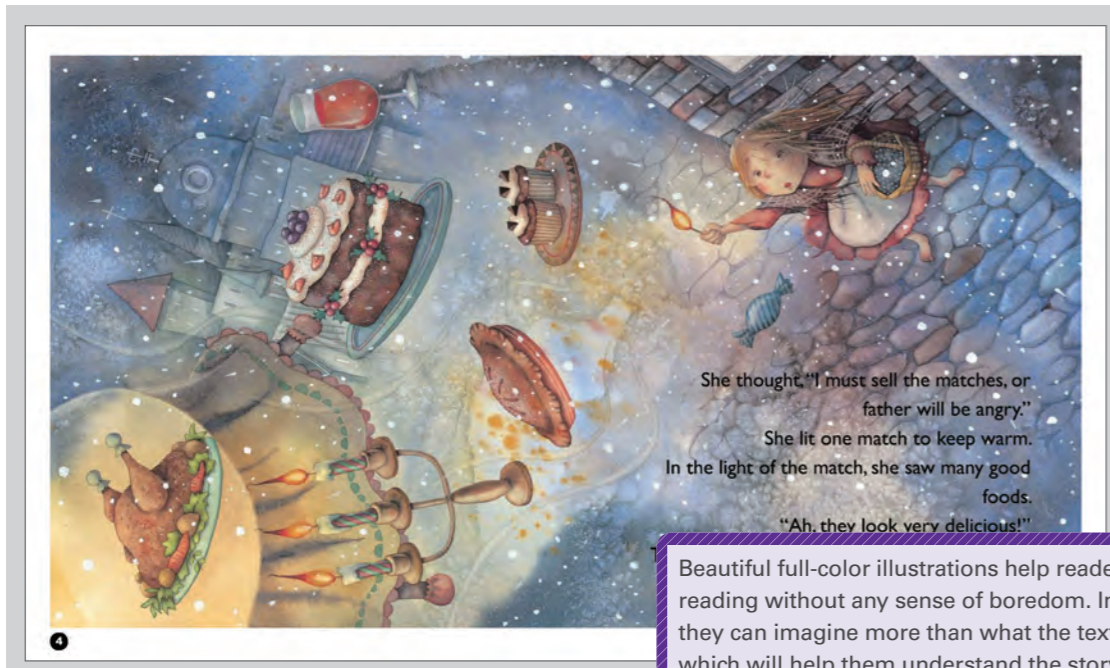


Twelve famous classics, two per book, will make the readers more interested in reading itself by letting them feel more comfortable than when they deal with new materials, which will lead them to be the independent readers.

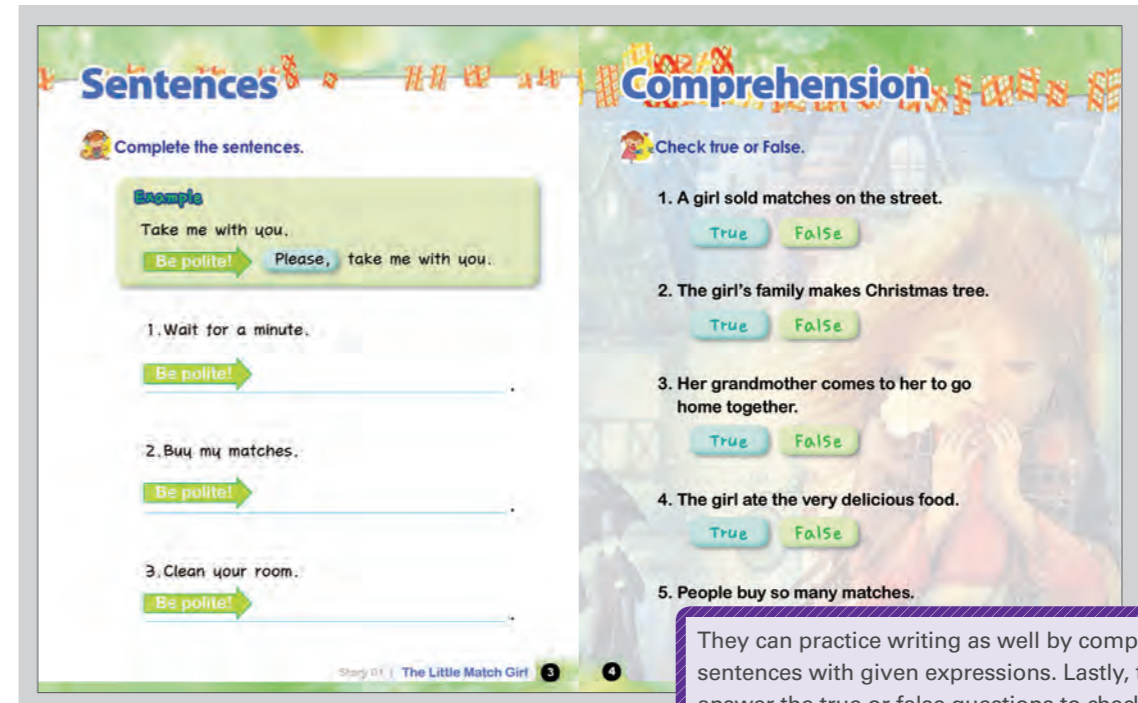
Sample Pages from the Workbook



The workbooks were designed to check if the readers fully comprehend the stories and to build other skills as well as reading with the contents of each story. The readers can practice listening by association with illustrations, recheck the usage of words from the context, and check the antonyms.



Beautiful full-color illustrations help readers to go on reading without any sense of boredom. In addition, they can imagine more than what the texts show, which will help them understand the story better.



They can practice writing as well by completing sentences with given expressions. Lastly, they answer the true or false questions to check if they comprehend the stories.

For Your Child's First Step to English Learning

# EASYS KIDS SERIES

*Easys Kids Series* provides children with an excellent platform for early English learning. A variety of first concepts, such as the alphabet, phonics, and colors, are introduced in a fun and informative way. Through these five-level textbooks, children can feel like English would be fun because the repeated and rhythmical easy expressions with big appealing illustrations will lead them to get immersed in learning. Plus, the interesting stories will help children build their vocabulary and basic language skills.

**LEVEL** LOWER-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- Unit Sample
- MP3 Files
- Teacher's Guide

### Key Features

- » Alphabet practice and basic phonics principles
- » Sentence patterns found in everyday English
- » Lively and vocabulary-rich stories to increase children's motivation
- » Dynamic songs and chants to help children practice the target language in a natural way

## Contents

Titles	Main Topics or Curriculum	Word Count
EASYS Kids – My First ABC	Alphabet & Alphabet Initial Words	45 words
EASYS Kids – My First Phonics	Basic Phonics Words	45 words
EASYS Kids – My First Colors	A Story About Colorful Jelly Beans	45 words
EASYS Kids – My First Conversation	A Story About a Family	45 words
EASYS Kids – My First Story	A Story About a Birthday Party	45 words

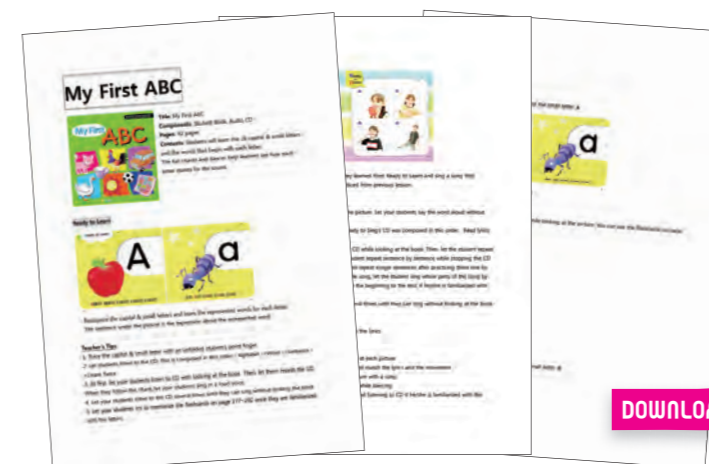
## Compositions

Titles	Pages	ISBN
EASYS Kids – My First ABC – Student Book+1 Audio CD	92	978-89-6037-477-5
EASYS Kids – My First Phonics – Student Book+1 Audio CD	116	978-89-6037-476-8
EASYS Kids – My First Colors – Student Book+1 Audio CD	84	978-89-6037-475-1
EASYS Kids – My First Conversation – Student Book+1 Audio CD	84	978-89-6037-479-9
EASYS Kids – My First Story – Student Book+1 Audio CD	60	978-89-6037-478-2

## Student Book



## Teacher's Guide



Sample Pages from the Student Book

My First ABC

**Ready to Learn** **A a**  
 Apple, apple, crunch, crunch, crunch  
 Ant, ant, crawl, crawl, crawl

**Ready to Sing** crunch, crunch, crunch  
 crawl, crawl, crawl  
 please say hello  
 kick, kick, kick

**Ready to Dance**

**Ready to Learn** **F f**  
 Fish, fish, swim, swim, swim  
 Frog, frog, hop, hop, hop

**Ready to Sing** raise your trunk  
 in my hand  
 swim, swim, swim  
 hop, hop, hop

**Ready to Dance**

The association with repeated easy expressions and big cute illustrations helps children get familiar with English naturally and gradually. And, singing, dancing, and role-playing with key expressions will be able to lead them internalize the contents at last.

My First Phonics

**Ready to Learn** **Cc**  
 cat  
 cup  
 cap

**Ready to Chant**  
 A cat has a cap.  
 The cat has a cup.  
 A cat has a cap.  
 The cat has a cup.

**Ready to Learn** **Dd**  
 dog  
 duck  
 donkey

**Ready to Chant**  
 A dog sees a duck.  
 The duck is on a donkey.  
 A dog sees a duck.  
 The duck is on a donkey.

My First Colors

**Red** **Ready to Learn**  
 Jelly bean, jelly bean, in the candy store.  
 Say a color if you want more!  
 What color is it?  
 It's red.

**Blue** **Ready to Learn**  
 Jelly bean, jelly bean, in the candy store.  
 Say a color if you want more!  
 What color is it?  
 It's blue.

**Purple** **Ready to Chant**  
 Hello, kids!  
 What do you have?  
 I have a purple cap and a purple watch.  
 I have a purple shirt and purple pants.  
 Purple, purple, all over me.

**Ready to Review**  
**Red** **Blue**

My First Conversation

**Ready to Learn**  
 Look, it is seven o'clock.  
 It's time to get up.  
 OK. Just a minute, Mom.

**Ready to Learn**  
 Good morning, Ben.  
 Good morning, Mommy.  
 Good morning, Ivy.  
 Good morning, Mommy.

**Ready to Learn**  
 We went to the park.  
 We went to the restaurant.  
 We went to the beach.  
 We went to the supermarket.  
 Now, we are going home!

**Ready to Sing**  
**In the Bedroom** **In the Dining Room**  
 It's seven o'clock.  
 We're in the bedroom.  
 It's time to get up.  
 It's time to get up.  
 Take off our pajamas.  
 Put on our clothes.  
 We're ready for a busy day.  
 It's twelve o'clock.  
 We're in the dining room.  
 Time for lunch.  
 Time to eat.  
 Eat our food.  
 Drink our juice.  
 We'll be full of energy.

My First Story

**A Happy Birthday Party**  
 Hello!  
 My name is Zulu.  
 I am a zebra.

"Knock, knock!"  
 "Who is it?"  
 "It's me, Zig Pig."  
 "Come on in!"  
 Zig Pig brings a funny wig.  
 Zulu Zebra likes the wig.

Systemtic Steps of English Speaking Education

# GROWENG TALK (G.E.T)

*GrowEng Talk* is a four-level whole language program with systematic steps of teaching English speaking for kindergarteners and early primary students. It offers a balanced approach in developing children's four skills: speaking, listening, reading, and writing.

To enhance students' skills, each level has 10 steps and each step has 4 different kinds of books and an interactive CD with a complete e-book and lots of activities that help students to improve their English ability while having fun.

The diverse materials carefully designed for the first English learning will make sure for children to get ready for the next step of learning.

**LEVEL** LOWER-BEGINNER

**CEFR**

Leading to A1	A1	A2	B1	B2	C1
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**DOWNLOAD**

- MP3 Files
- Teacher's Guide

**Key Features**

- » The patterned expressions taught by characters from each story
- » Stories through which children can learn English with more excitement
- » Hybrid CDs with the entire contents of all of the books

**Contents**

Titles	Compositions	Main Curriculum
G.E.T - Ready!	Student Book Talking Book Reading Book Flashcards Interactive CD	_Learning English with their first language _Being exposed to English every day _Including 3 storybooks (Classic Stories for Kids) _Getting ready to speak English
G.E.T - UP!	Student Book Talking Book Phonics Book Reading Book Interactive CD	_Learning basic rhyme songs and conversations using 2 or 3 words _Getting exposed to English by basic listening _Starting to speak in English
G.E.T - WALK!		_Learning simple finger play and literacy _Getting ready to read and write _Refining speaking English
G.E.T - RUN!		_Possessing 4 skills (listening, reading, writing, and speaking) _Improving students' English skills in balance

**Student Book**



**Talking Book**



**Reading Book**



**Phonics Book**



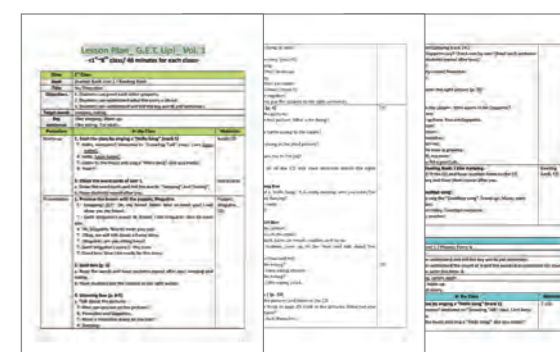
**Classic Stories for Kids**



**Flashcards**



**Teacher's Guide**



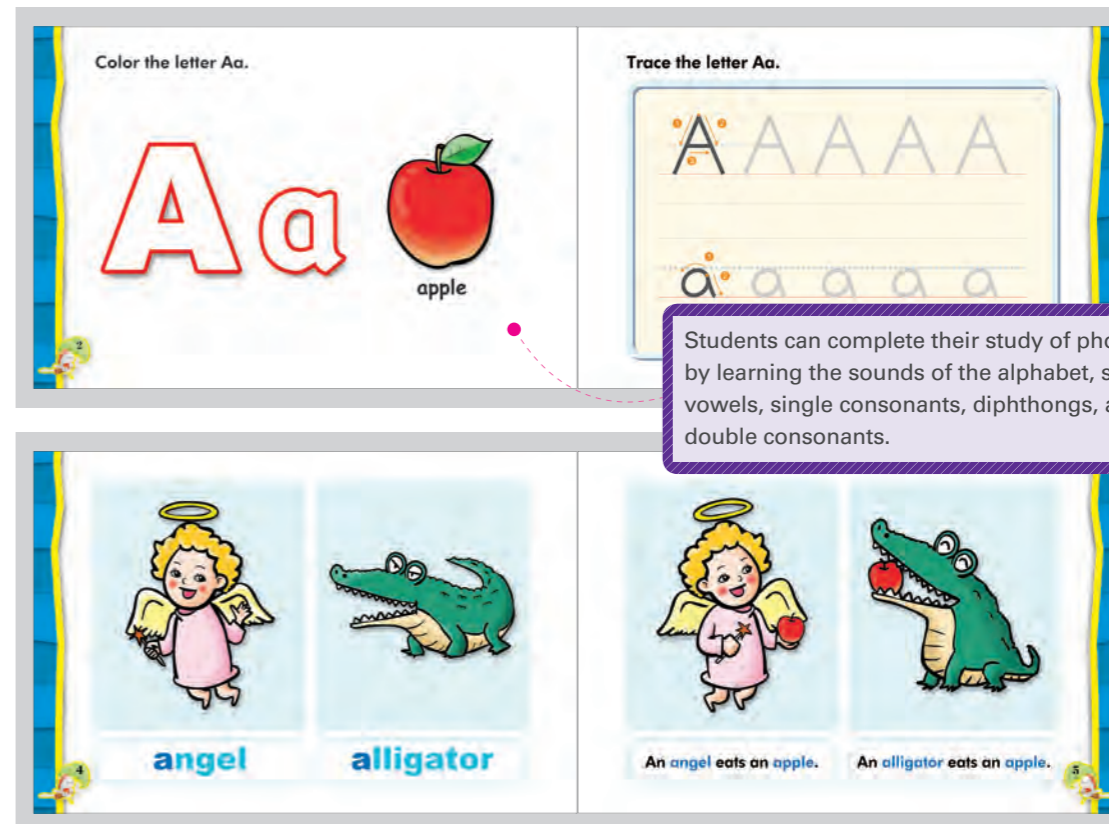
Sample Pages from the Student Book



From GrowEng Talk Up 1

The Student books carefully developed for each level offer effective contents with repeated and patterned expressions.

Sample Pages from the Phonics Book



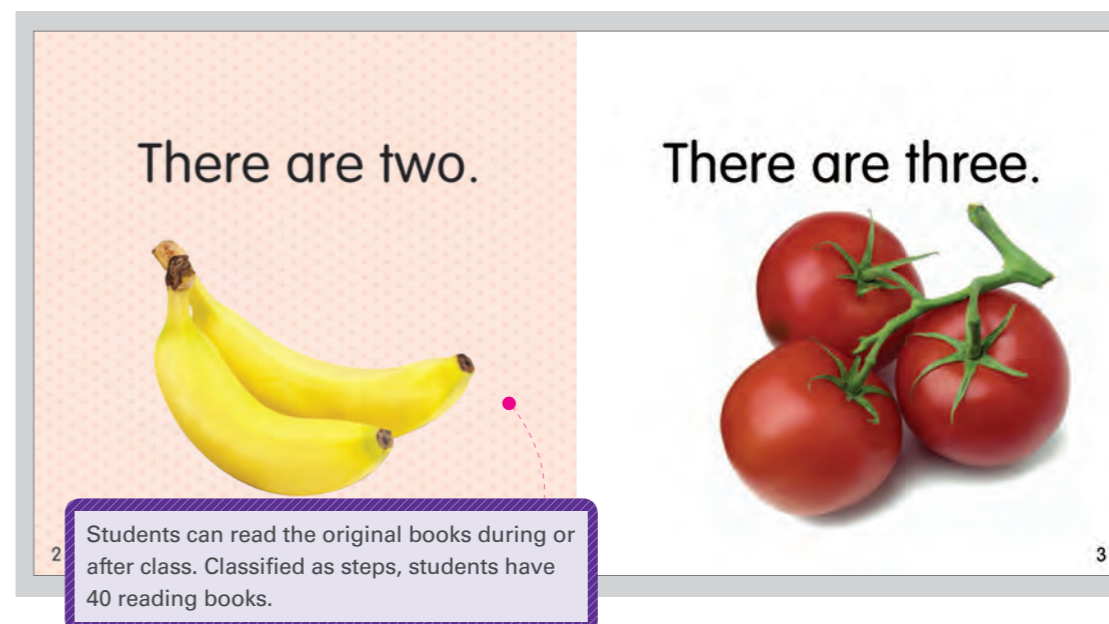
Students can complete their study of phonics by learning the sounds of the alphabet, single vowels, single consonants, diphthongs, and double consonants.

Sample Pages from the Talking Book



Through speaking practices, children can have chances to speak out. Especially, pairwork will get them to be interactive.

Sample Pages from the Reading Book



Students can read the original books during or after class. Classified as steps, students have 40 reading books.

# Clue & Key Bestsellers



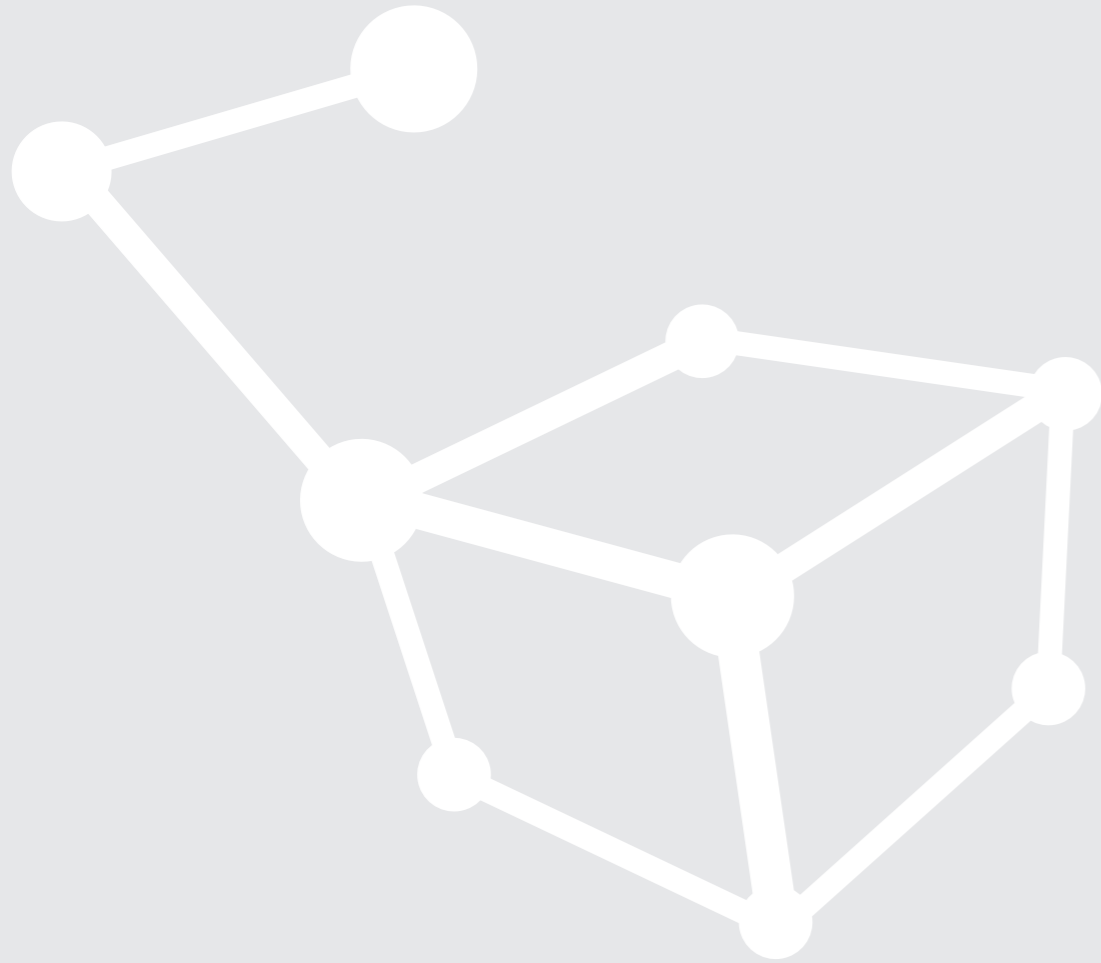
Ready to YLE SERIES



WINNERS' Speaking & Listening



WINNERS' Reading & Writing



## Brand: Clue&Key

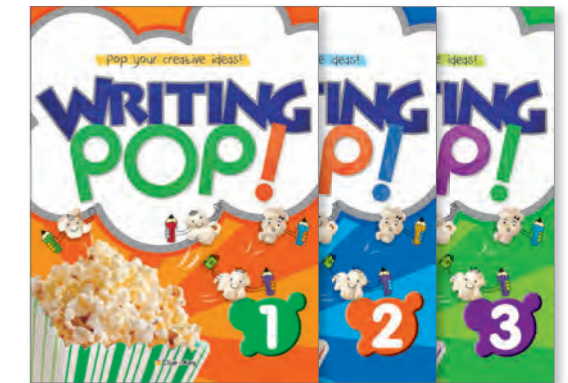
Clue&Key is a special brand name for ELT publishing under EDUBOX Inc. We have been the leading publisher of English language teaching materials in Korea and have published nearly 300 English textbooks especially focusing on English learning for kindergarten, and primary and middle school students. Clue&Key books have wide range in age and level, easy and fun supplements, plenty of teaching materials which help teachers to teach and students to learn. Our books are now being used in the classrooms in many EFL countries in Europe, the Middle-East, Africa, Latin America, and Asia.

## Company: EDUBOX

Edubox, Clue&Key's mother company, is a KOSDAQ listed company in Korea and an industry leader in English education business. It has been running over 400 nationwide English academy branches (Talking Club). Edubox is also the official publisher for TOSEL (Test of the Skills in the English Language) and the supervising company of ESPT (English Speaking Proficiency Test) in Korea.



Go,Go! Phonics

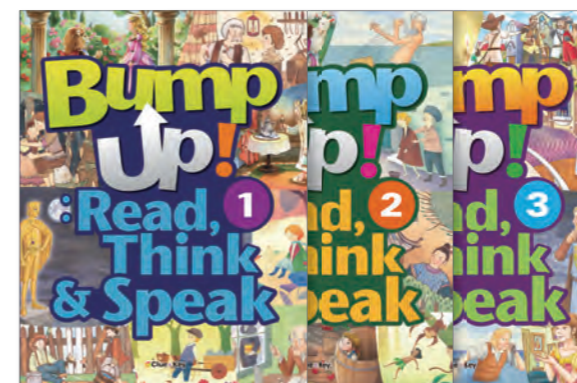


Writing POP!



First Step in Grammar

## New Books



Bump Up!



Big Questions