NorthStar Building Skills for the TOEFL® iBT

John Beaumont, Book 1
Helen Solórzano, Book 2
Linda Robinson Fellag, Book 3
Frances Boyd and Carol Numrich, Series Editors
In cooperation with ETS

Intermediate – Advanced

Pearson Longman and ETS combine their expertise in language learning and test development to create an innovative approach to developing the skills assessed in the new TOEFL® Internet-based test (iBT). NorthStar Building Skills for the TOEFL® iBT, a new three-level series, links learning and assessment with a skill-building curriculum that incorporates authentic test material from the makers of the TOEFL iBT.

Each text features:

• Ten thematic units to develop academic skills in English while building test-taking confidence.
• Integrated skill practice to develop critical thinking and communicative competence.
• Authentic TOEFL® iBT practice sets created by ETS especially for this series.
• Practical tips to sharpen test-taking strategies.
• Teacher’s Manuals with evaluation tools to track students’ progress and actual student responses (speaking and writing) at all score levels.
• Placement Test helps teachers accurately place students before starting a course with one of the three levels of NorthStar Building Skills textbooks.

Use NorthStar Building Skills for the TOEFL® iBT with the integrated skills series NorthStar to build a strong foundation for success on the TOEFL® iBT (pages 14-15).

This new program targets 10 key academic skills for TOEFL iBT success.

For Pricing & ISBNs, see page 115.

COMPONENTS

Student Book
Student Book with Audio CDs
Audio CDs
Teacher’s Manual w/ Audio CD
Placement Test

LOOK! For Pricing & ISBNs, see page 115.

ORDER ONLINE AT OASIS.PEARSONED.COM OR CALL TOLL-FREE 1.877.202.4572
Listening tasks focus on basic comprehension as well as speakers' attitude, purpose, and motivation.

Listening Vocabulary

PRACTICE LISTENING VOCABULARY

Rehearse sentences. Guess the meaning of the blank's, words and phrases. Then match each word with a definition or synonym from the box. Work with a partner and compare your answers.

1. They are not answering the phone. I assume that they are not home.
2. I'll do some research on the problem and let you know if I come up with a solution.
3. The volunteers went to make the community work for two hours a week.
4. Admission to university is a competitive process. Many students do not apply that only a few students are admitted.
5. There's a lot of food on the table. I'm taking six classes, so I need a lot of food to do the work.
6. In my better clothes, do we need permission to borrow, and then the professor gave me a permission on the house.
7. Math classes have always been my favorite subjects. I think she's just automatically included.
8. There are many different opportunities available to volunteer in the community. For example, you can help at a homeless shelter, more children’s school, or do other work for a non-profit organization.
9. The students were in an organization before the first week of school during which they learned about the class organization process, housing policies, and other important information.
10. Student volunteers most commonly sign a training program before they start work. All volunteers must meet this requirement before they begin their volunteer job.

a. to give
b. chances
c. opinion
d. interested in
e. promises

Integrated Task

Students synthesize information from two sources and then either speak or write a response.

3 Writing

INTEGRATED TASK. READ, LISTEN, WRITE

In this section, you will read and listen to a passage on the same topic. Then you will write about the relationships between the two.

Charitable Giving

When people give money to charity, the money is usually used to help other people and the work is usually done by volunteers. Many charities get so much that has been donated normally is more than they ask for. For example, Habitat for Humanity have the highest percentage of donations in the United States. Colleges and universities often receive large donations from alumni and local business who want to contribute to the schools. The money is often used to improve the educational experience or to attract new students.

3 Writing

write

TO CONTACT YOUR ELL SPECIALIST, CALL 1.800.375.2375
Longman Courses for the TOEFL® iBT

Deborah Phillips

Intermediate – Advanced

Combining a comprehensive language skills course with a wealth of practice for all sections of the TOEFL® iBT, the Longman Preparation Course for the TOEFL® Test: iBT (high-intermediate to advanced level) and the Longman Introductory Course for the TOEFL® iBT (Intermediate level) give students all the tools they need to succeed on the new TOEFL integrated-skills test. Upon completion of the Introductory Course, students are ready to handle the more advanced material in the Longman Preparation Course for the TOEFL® Test: iBT.

Student Books feature:
- Authentic material for all new types of passages and questions on the test.
- Diagnostic pre-tests and post-tests so students can identify strengths and weaknesses and track improvement.
- Practice sections for the four skills:
  - Reading features practice exercises in the new test formats, including filling in a table or chart and paraphrasing.
  - Listening features authentic conversations in an academic setting, as well as academic lectures with new questions about attitude or purpose.
  - Speaking includes personal and expository tasks and integrated tasks.
  - Writing consists of expository and integrated tasks in reading, listening, and writing.
- Eight mini-tests that preview the test’s integrated four-skills format in the Preparation Course. Four mini-tests in the Introductory Course.
- Two complete practice tests in the Preparation Course to familiarize students with the actual test format and timing. The Introductory Course provides one complete introductory-level practice test and one TOEFL-level test.

The CD-ROMs feature:
- Completely different material from the Student Books.
- Practice sections for all parts of the test, including Speaking.
- Eight mini-tests and two complete tests in the Preparation Course; one complete introductory-level practice test and one TOEFL-level test in the Introductory Course.
- Pop-up explanations for all items on the CD-ROMs.
- Easy-to-use scoring and record-keeping to monitor progress.

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In the Reading to Learn section students are asked to complete a summary chart of the major supporting ideas of the passage.

### READING TO LEARN

**Reading Skill 9: Select Summary Information**

In the Reading section of the ELL TEST, you may have to complete a summary chart. In this summary chart, the overall topic is given, and you must choose the major supporting ideas. This kind of question has three correct answers and is worth 2 points. You will receive 2 points for correct answers, 1 point for correct answers, and 0 points for incorrect answers.

**Example - Screen 2**

Directions: An introductory sentence or brief summary is provided below. Complete a summary of the ideas in the passage by selecting the three options that represent the most important ideas in the passage. This question is worth 2 points each for the correct answers, 1 point for 2 correct answers, and 0 points for any incorrect answers.

**Example:** Early telegraph<br>Early telegraph was a big problem. The big problem was that every complete sentence required a separate wire. Some messages using the tory wire took hours to complete. It is necessary to have fewer, more efficient wires to send messages faster. The problem was solved by setting up Morse Code. Morse Code was invented in the 1830s by Samuel Morse. Morse Code was used to send messages faster. Morse Code was used to send messages faster. Morse Code was used to send messages faster.

**Answer Choices:**<br>1. Early telegraph was a big problem.<br>2. Some messages using the tory wire took hours to complete.<br>3. It is necessary to have fewer, more efficient wires to send messages faster.<br>4. Morse Code was invented in the 1830s by Samuel Morse.<br>5. Morse Code was used to send messages faster.

The passage states that the big problem was that it was necessary to have twenty-six different wires. The problem was solved by setting up Morse Code, and that using Morse Code, it was possible to read messages over a single wire. From this, it can be determined that the most important idea in the passage is that Morse invented a telegraph with only one line, and that Morse developed a code that would be used on one line.

**Listening Review Exercise (Skills 1-4):** Listen to the passage and the questions that follow. Then choose the best answers to the questions.

#### You see on the computer screen:

<table>
<thead>
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<th>2. Which of these is included in the lecture?</th>
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<tr>
<td>For each answer, click on the YES or NO columns.</td>
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<tr>
<td>YES</td>
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<tr>
<td>A novel about the start of World War II</td>
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<td>A novel set during the Spanish Civil War</td>
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<td>A novel about a man choosing a path</td>
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<td>The Leatherstocking Tales</td>
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<td>The Adventures of Huckleberry Finn</td>
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<td>The Alchemist</td>
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**From Introductory Level**

The listening portion consists of two conversations and four academic lectures. Questions typically ask about the main idea and supporting details. Some questions ask about a speaker’s purpose or attitude.

**LOOK!**

For Pricing & ISBNs, see page 115.
Longman Courses for the Paper Test
Deborah Phillips

Intermediate – Advanced

These comprehensive book and CD-ROM packages provide students with the skills, strategies, practice, and confidence they need to improve their performance on the TOEFL® paper test, including the Test of Written English. Both programs are appropriate for dedicated test preparation or as supplements to more general English courses. An available Audio Program includes complete materials from the Listening Comprehension sections of the texts, as well as the complete tests.

Longman Introductory Course for the TOEFL® Test

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Intermediate students will find all the tools they need to improve their scores on all sections of the TOEFL® paper test.
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- One complete TOEFL®-level practice test demonstrates how skills will be tested and helps students determine their approximate TOEFL® scores.
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Longman Preparation Course for the TOEFL® Test

The Paper Test
Providing both comprehensive skills practice as well as test preparation, the Preparation Course offers high-intermediate and advanced students clearly defined strategies for improving test performance.
- Diagnostic pre- and post-tests allow students to identify areas of strength and weakness.
- Practice exercises for each language skill maximize understanding and retention.
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Longman Preparation Series for the New TOEIC® Test

Fourth Edition
Lin Lougheed

Beginning – Advanced

The Longman Preparation Series for the New TOEIC® Test gives students the skills, strategies, and confidence they need to increase their scores on the new TOEIC® test.

Features:
• New, authentic material that mirrors the format of the new TOEIC® test.
• Step-by-step strategies and skills to improve performance on each section of the new test.
• Over 1,000 practice items.
• Audio CD in the book that includes the Listening Comprehension Review section.
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• Two TOEIC-length review tests for both Listening Comprehension and Reading.
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System Requirements for All TOEFL® Disks

For Windows:
• 200 MHz or higher
• Windows 95, 98, NT 4.0, ME, 2000, XP
Note: Program may not be compatible with Windows XP in Arabic, Brazilian Portuguese, or Turkish language localizations.
• 64 megabytes RAM minimum
• Quad-speed CD-ROM drive
• Sound card and speakers
• 20 MB available on hard drive

For Macintosh:
• Power PC-based Macintosh
• Mac OS 8.1 through OS 9.x, OS X (Classic Mode)
Note: Program may not be compatible with Macintosh systems in Arabic localizations. Program may be compatible only with OS 8.1 in Turkish localizations.
• 64 megabytes RAM minimum
• Quad-speed CD-ROM drive
• 20 MB available on hard drive

Pricing/ISBNs — Testing

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Academic Success for English Language Learners
Strategies for K-12 Mainstream Teachers
Patricia A. Richard-Amato and Marguerite Ann Snow

Academic Success for English Language Learners is dedicated to helping mainstream teachers meet the sociocultural, cognitive, and academic language needs of today's English language learners (ELLs).

Balancing conceptual foundations with practical strategies, the text's four-part format includes chapters written by some of the field's most respected researchers and teachers: Angela Carrasquillo, Jim Cummins, Anna Uhl Chamot, Jana Echevarria, Lily Wong Fillmore, Pauline Gibbons, Barbara Hawkins, Sarah Hudelson, Cristina Igoa, Mary McGroarty, Sonia Nieto, Vivian Rodriguez, Linda Sasser, Deborah Short, Catherine Snow, Aida Walqui, and many more.

• Part I: Theoretical Considerations — Presents a variety of ideas to stimulate thinking and help teachers develop their own theories of practice.
• Part II: Sociocultural Issues and Implications — Focuses on sociocultural concerns and their implications in the classroom.
• Part III: The Classroom: Instruction and Assessment Practices — Presents a wide range of pedagogical and classroom management strategies.
• Part IV: Readings in Specific Content Areas — Relates many of the preceding strategies and issues to specific content areas across grade levels, including math, literature, social studies, science, physical education, music, and art.

Making It Happen
From Interactive to Participatory Language Teaching: Theory and Practice
Third Edition
Patricia A. Richard-Amato

This classic best-seller includes strategies for teaching languages to children, adolescents, and adults, operating within a wide range of proficiency levels—beginning through advanced. It presents a cyclic approach to theory and practice based on the premise that theory and practice constantly inform each other. The book provides for peer-/self-evaluation in simulated and real classroom experience.

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• Part II: Exploring Methods and Activities: What Can We Learn? — Examines practices and strategies that teachers can draw from as they develop their own methodologies and local practice.
• Part III: Putting It All Together: Some Practical Issues — Considers issues critical to the development and implementation of programs; lesson and unit design; selection of textbooks, computer programs, videos, and film.
• Part IV: Programs in Action — Describes the salient features of 14 programs, including ESL, Foreign Language, and Dual Language.
• Part V: Related Readings — Features the seminal thinking of Sonia Nieto and Alastair Pennycook for further discussion and research.
• Part VI: Case Studies — Presents four case studies ranging from elementary through university levels.

Patricia Richard-Amato, a textbook writer, lecturer, and consultant, is Professor Emeritus at California State University, Los Angeles, where she coordinated graduate programs in TESOL.

Marguerite Ann Snow, (Ph.D. in Applied Linguistics, UCLA) Professor in the Charter College of Education at California State University, Los Angeles where she teaches in the TESOL M.A. program.
Principles of Language Learning and Teaching
Fifth Edition

H. Douglas Brown

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Language Assessment looks at essential principles for assessment, as well as the critical tools that teachers need for fair, effective evaluation. This text provides a working knowledge of the principles of assessment and their practical application in the classroom.

Features:
- Concise, comprehensive treatment of all four skills includes classification of assessment techniques.
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- Practical examples illustrate principles.
- The ethics of testing in an educational and commercial world are considered.
- End-of-chapter exercises and suggested additional readings provide opportunities for further exploration.

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An Interactive Approach to Language Pedagogy
Second Edition

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This user-friendly methodology text considers all practical classroom techniques and activities in terms of solid foundation stones of research on second language acquisition.

Features:
- Information about such current topics as strategies-based instruction, form-focused instruction, and critical pedagogy and social responsibility.
- Interactive end-of-chapter exercises for discussion and action, and recommendations for further reading are included.

Strategies for Success
A Practical Guide to Learning English

H. Douglas Brown

Intermediate

Strategies for Success enables students and teachers to take a fresh look at the learning process. Its strategies-based instruction guides students to awareness of their learning styles, helping them develop strategies to make their language learning successful.

Features:
- Questionnaires help learners assess their learning styles.
- Discussions explore language-learning strategies and build self-confidence.
- End-of-chapter exercises help students practice language skills.
- Journal writing guides students in the process of self-discovery.

H. Douglas Brown, Professor of English at San Francisco State University (SFSU) and Director of its American Language Institute.

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TO CONTACT YOUR ELL SPECIALIST, CALL 1.800.375.2375
The Learning Strategies Handbook
Creating Independent Learners
Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, and Jill Robbins

“...provides teachers with clear directions and concrete support in accelerating students’ language learning by means of a strategies-based approach...an indispensable resource not only for language teachers but for all classroom teachers committed to increasing the effectiveness of students’ learning.”

Jim Cummins
Professor, Curriculum Department
Ontario Institute for Studies in Education

Written by experts in the field, this handbook provides teachers with practical guidelines, and classroom-tested lessons and activities to teach ESL students how to use learning strategies.

Features:
- In-depth theory and research behind learning strategies.
- The relationship between CALLA (Cognitive Academic Language Learning Approach) and learning strategies.
- Reproducible charts, graphs, checklists, and lessons.
- Teaching tips, reflective questions, and classroom activities.

The CALLA Handbook
Implementing the Cognitive Academic Language Learning Approach
Anna Uhl Chamot and J. Michael O’Malley

The CALLA Handbook is an indispensable resource for all teachers who are responsible for teaching core curriculum subjects to language minority students in ESL or mainstream classrooms, at-risk students, and all students in bilingual and foreign language classrooms.

Written by experts in the field, The CALLA Handbook (Cognitive Academic Language Learning Approach) integrates the latest research on learning strategies with actual classroom-tested activities.

Features:
- Rationale and background information on CALLA.
- Effective learning strategies with classroom-tested activities.
- Hands-on content area lessons in science, math, social studies, and literature.
- Cognitive Academic Language Proficiency (CALP) and authentic assessment tools and evaluation for both teachers and students.
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Practical Approaches for Teachers

J. Michael O’Malley and Lorraine Valdez Pierce

This practical resource book familiarizes teachers, staff developers, and administrators with the latest thinking on alternatives to traditional assessment. It also prepares them to implement authentic assessment in the ESL/bilingual classroom and to incorporate it into instructional planning.

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- Specific issues in the assessment of English language learners.
- Practical approaches for using portfolios, self-assessment, and peer assessment, accompanied by guidelines for grading practices.
- Practical, effective strategies for assessing oral language proficiency, reading, writing, and the content areas.
- Reproducible scoring rubrics, checklists, and anecdotal record forms that can be adapted for local assessment needs.

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**Teaching Content to English Language Learners**

Strategies for Secondary School Success

Jodi Reiss

How can content-area teachers turn theories of second-language learning into useful tools for ensuring the success of their ELL students? *Teaching Content to English Language Learners* is filled with easy-to-incorporate techniques to increase participation, strengthen vocabulary, and make content more accessible.

**Features:**
- Practical strategies build on common classroom techniques and activities to increase teaching effectiveness for language-learning students.
- Teachers learn to recognize cultural differences, develop alternative assessments, and adapt written assignments and oral language.
- Abundant models, graphics, and authentic examples show how to help students build content-area fluency as well as general language skills.

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**Teaching English Language Learners**

The How-To Handbook

Teresa Walter

This practical handbook provides new and experienced teachers with valuable insights on teaching the English language learners in their mainstream classrooms. The book presents basic principles, current research, and promising practices for teaching students whose primary language is other than English.

- **Culture and Cultural Diversity** — Offers suggestions for understanding the learner’s background and creating a positive classroom environment.
- **Language and Language Acquisition** — Explores principles of language acquisition, stages of proficiency, and strategies and methods for facilitating English language development.
- **Literacy Development** — Focuses on classroom-tested approaches to teaching reading and writing.
- **Academic/Content Area Development** — Explains how to facilitate access to core curricula for all students, regardless of level or learning style.
- **Assessment and Evaluation** — Presents basic principles of assessment, including types, tools, and test-taking strategies.

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How to... series
Jeremy Harmer, Series Editor

How to Teach Speaking
Scott Thornbury
This new text examines the different approaches and activities that can be used for teaching and testing speaking. It covers areas of speech such as articulation, fluency and register, and looks at classroom approaches including discussions, drama, and drills. A task file and reading list is included.

How to Teach Exams
Sally Burgess and Katie Head
This text offers a thorough analysis of how the four skills, as well as grammar and vocabulary, are tested in a range of exams, along with appropriate teaching strategies for each. Also includes a guide to all major international English language exams.

How to Teach Business English
Evan Frendo
With special emphasis on cross-cultural training, this clear-cut introduction to the teaching of business English covers critical areas such as course preparation, creation of materials, and the use of management training techniques. Also includes detailed sample lessons and activities.

How to Teach Grammar
Scott Thornbury
This text demonstrates methods for practicing a variety of grammar topics, dealing with errors, and integrating grammar instruction into general methodologies such as task-based learning.

How to Teach Writing
Jeremy Harmer
This text offers an uncomplicated analysis of the nature of writing, particularly in terms of process, product, and genre. Descriptions of a broad range of writing tasks enable teachers to select those that will be most effective in developing students’ writing skills.

How to Teach Exams
Sally Burgess and Katie Head
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How to Teach Business English
Evan Frendo
With special emphasis on cross-cultural training, this clear-cut introduction to the teaching of business English covers critical areas such as course preparation, creation of materials, and the use of management training techniques. Also includes detailed sample lessons and activities.

How to Teach Young Learners
Annie Hughes and Jill Hadfield
This new handbook outlines methodologies and materials suitable for teaching all levels of the elementary sector. It also explores the issues and approaches relevant to teacher training exams, and includes extensive sample lessons and activities.
An Introduction to Psycholinguistics
Second Edition
Danny D. Steinberg and Natalia V. Sciarini

An Introduction to Psycholinguistics examines the psychology of language, the key issues, and the latest research of psycholinguistics. It focuses on how young children acquire language and demonstrates how sign language helps us to gain a deeper understanding of the language acquisition process. It also explores more complex topics such as mental grammar and sentence processing, and the relationship of language to thought, the brain, society, and culture. Other topics include second language acquisition processes, teaching methods, and the cognitive impact of bilingualism.

An Introduction to Cognitive Linguistics
Second Edition
Friedrich Ungerer and Hans-Jörg Schmid

An Introduction to Cognitive Linguistics carefully explains the central concepts of categorization, of prototype and gestalt perception, of basic level and conceptual hierarchies, of figure and ground, and of metaphor and metonymy, for which an innovative description is provided. It also brings together issues such as iconicity, lexical change, grammaticalization, and language teaching, which have profited from being put on a cognitive basis.

Style in Fiction
A Linguistic Introduction to English Fictional Prose
Third Edition
Geoffrey Leech and Mick Short

Style in Fiction, Second Edition is a landmark work in the field of stylistic analysis. The text describes the ways in which the techniques of linguistic analysis and literary criticism can be combined and clarified through the linguistic study of literary style. It draws on the prose fiction of the last 150 years to demonstrate the approach.