

# TWO PONDS

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# INTERNATIONAL CATALOG

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## Two Ponds Export Title List 44

# PICTORY Mother Goose



– Title List

No.	Title	Form	No.	Title	Form
1	Little Miss Muffet ● 🎵 🎶	PB	6	I'm a Little Teapot 🎵 🎶	PB
2	Down by the Station 🎵 🎶	PB	7	Five Little Ducks 🎵 🎶	PB
3	To Market To Market ● 🎵 🎶	PB	8	Wheels on the Bus 🎵 🎶	PB
4	A Hunting We Will Go ● 🎵 🎶	PB	9	Mary Had a Little Lamb 🎵 🎶	PB
5	Itsy Bitsy Spider 🎵 🎶	PB	10	Twinkle Twinkle Little Star 🎵 🎶	PB

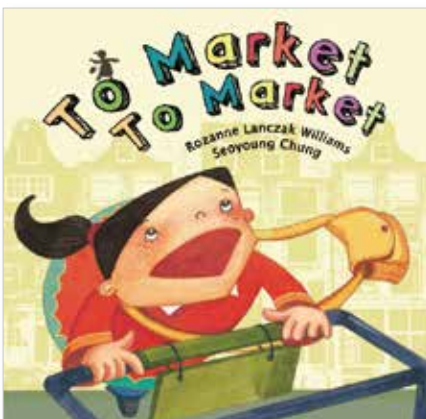
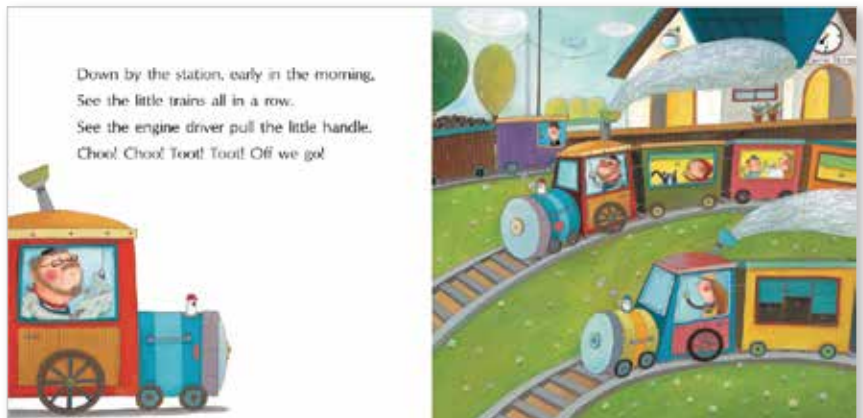
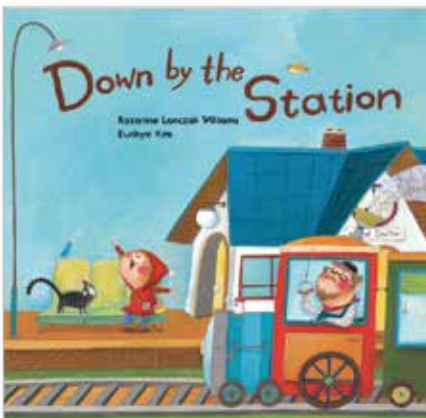
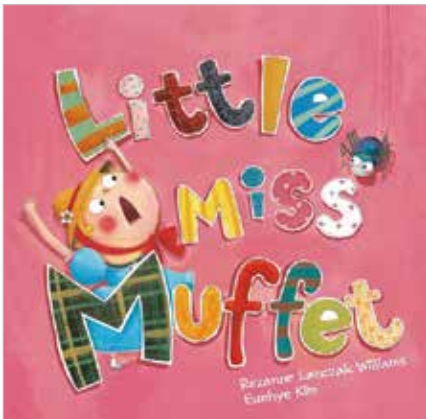
●: Hybrid CD / 🎵: Song, 🎶: Chant

– Writer: **Rozanne Lanczak Williams**

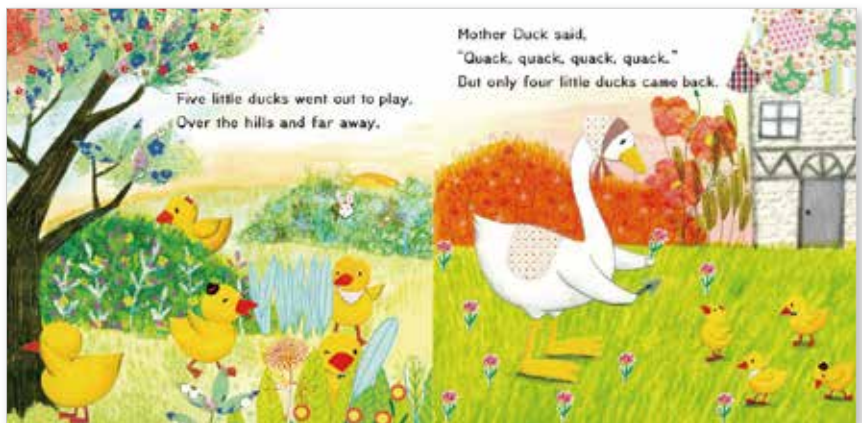
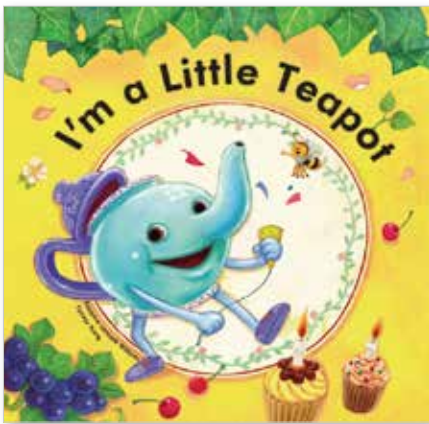
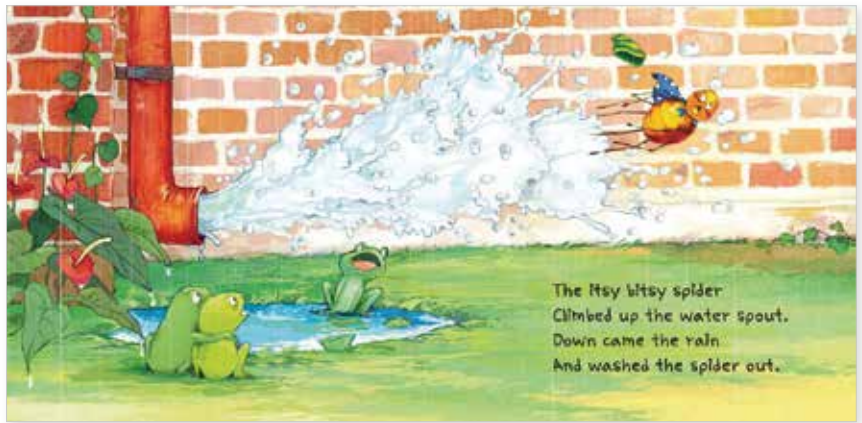
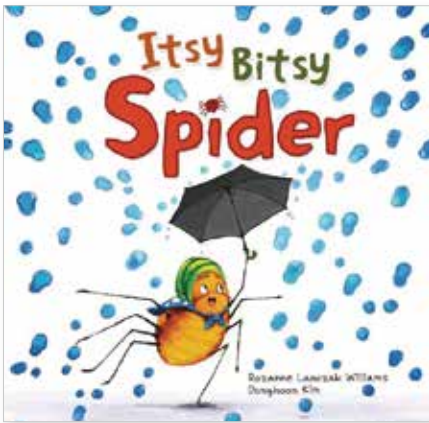
<b>Level</b>	Early Beginner
<b>Components</b>	Picture Book with Audio CD or Hybrid CD
<b>Word Count</b>	100-250 Words

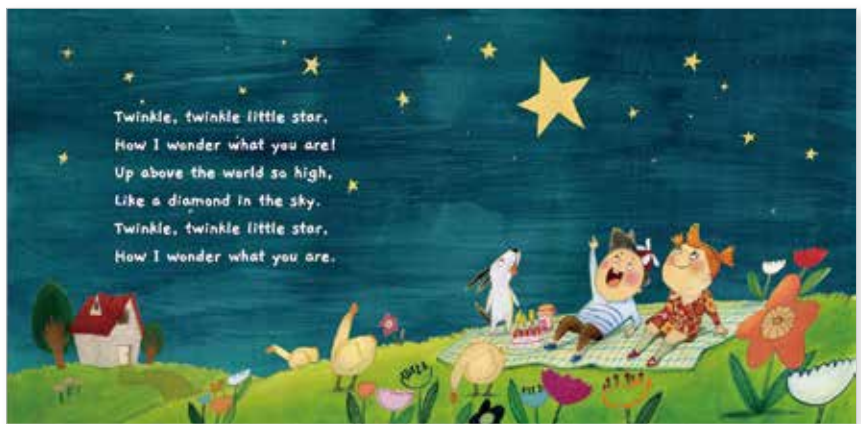
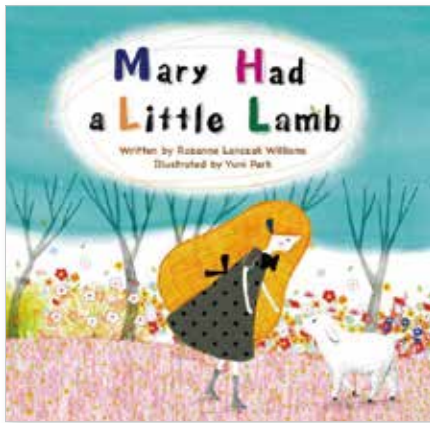
Mother Goose and Nursery Rhymes are traditional children songs passed along generations after generations in English speaking countries. Children get to learn new sounds and rhythm through repeating rhymes while absorbing the emotion and value of each Mother Goose story. Two Ponds' Mother Goose are carefully selected to help young learners build a foundation for better understanding stories and learn about other cultures. Each audio CD includes 'Copyright', 'Song', 'Adult's Reading', 'Child's Reading', 'Chant Along', 'Sing Along' and 'Music for the Song'.

Picture Book

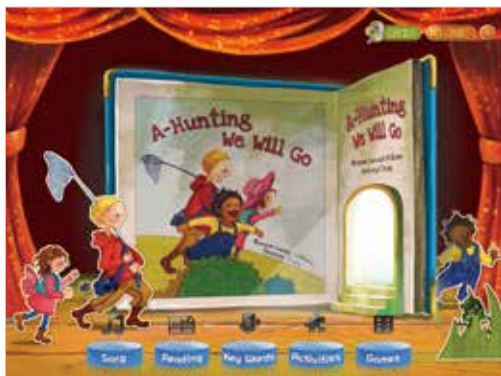


# Picture Books

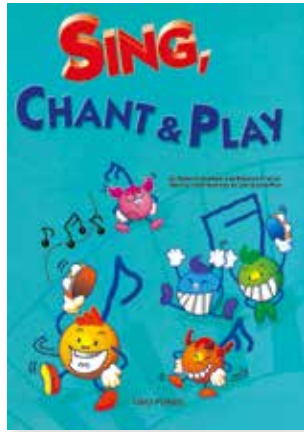




Hybrid CD



# Sing, Chant & Play



<b>Level</b>	Early Beginner
<b>Components</b>	Student Book Audio CD

- Sing, Chant & Play is a lively collection of 50 communicative songs and chants created to teach conversational expressions and basic vocabulary to beginners of English.
- About 100 expressions and 200 vocabulary words suited for beginners are included.
- Language for posing and answering questions on a particular topic is provided.
- Fun singing activities, games and pantomimes are included.


Student Book

chant

## 1 Let's Study English!

ABC! One, two, three!  
Let's study English, you and me.  
Let's study English, you and me.

ABC! One, two, three!  
Let's study English, you and me.  
Let's study English, you and me.  
Yeah!



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chant

## 2 The Greeting Chant

How're you doing?  
Fine!

How's it going?  
Good!

What's up?  
Not much!  
Not much!  
Not much!  
Not much!



11


chant

## 15 Nice to Meet You

Sally, this is Tony.  
Tony, this is Sally.  
This is my friend, Sally.  
This is my friend, Tony.


Nice to meet you.  
Nice to meet you.  
Nice to meet you, too!  
Yeah!

Nice to meet you.  
Nice to meet you.  
Nice to meet you, too!  
Yeah!



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chant



1 Sally, this is Tony.  
(Make one paper airplane!)

2 Tony, this is Sally.  
(Make the other paper forward!)

3 This is my friend, Sally.  
This is my friend, Tony.  
(Show each paper to you say to each.)

4 Nice to meet you.  
Nice to meet you.  
Nice to meet you, too!  
(Leave papers on the ground.)

5 Yeah!  
(Clip papers together.)

**This Is My Friend**

- Students draw the pictures of famous people/characters of their choice. On each picture, students put the number 1 on their favorite person/character on down to 5 for their least favorite.
- Students get into pairs. Each pair gets a bag and continues their picture to the bag.
- While playing, partners pass a soft object back and forth, hobbily say "hey!" The student holding the soft object pulls a card out of the bag and describes that character. This is my friend, \_\_\_\_\_.
- The student guesses the number of points written on the card. At the end of the game, the students who have the most points are the winners.

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# Fly Phonics



<b>Level</b>	Beginner
<b>Components</b>	Student Book with Readers, Audio CDs(2) & CD-ROM Workbook
<b>Online Resources</b>	Teacher’s Guide · Curriculum · Placement Test · Unit Tests · Answer Keys · Unit Activity · Craft Activity · Board Game & Dice · Flash Cards · Letter Cards · Alphabet Cards · Reading Practice · Writing Practice · Listening Practice · Sight Word Worksheets · MP3

- With total of 4 books, the essential phonics rules are carefully selected for the learners in Fly Phonics. The number of phonics rules has been properly configured to each of the book’s 10 units.
- Reviews are provided for every 2 units in the ‘Student Book’ and ‘Workbook’. Through iteration of accumulative review of the ‘Workbook’ academic achievement can be improved.
- CD-ROM is provided with ‘Sound’, ‘Song’, ‘Word’, ‘Practice’, and ‘Game’. The students review the target combinations of sounds and the words through various activities.
- Exciting and easy-to-sing-along songs are used to introduce target sounds to the young learners.
- The stories in the ‘Student Book’ and ‘Readers’—found in the back—are used to review vocabulary. The level of difficulty is minimized between books to ease the burden from learning.

Student Book

**Unit 1** **an -at**

Listen and repeat.

**-an**

pan man fan van

**-at**

bat cat hat mat

**an -at**

Let's sing along.

pan man fan van all have -an  
bat cat hat mat all have -at

Listen, circle and write.

**-an -at**

1. hat

2. m

3. c

4. p

**an -at**

Match and write.

1. h - an  
m - at  
man

2. h - an  
v - at

3. f - an  
c - at

4. p - at  
b - an

5. p - at  
m - an

Read and circle.

1. The cat is on the mat fan

2. The pan is on the cat van

3. The hat is on the man cat

4. The fan is on the van hat

**an -at**

Listen and circle.

1. man pan cat hat  
van fan mat bat  
cat man hat fan

Read aloud.

1. -an  
pan man fan van cat

2. -at  
bat cat hat mat rat

Story

Let's read the story.

1. The man has the funny hat. The man has the funny van.

2. The man has the funny cat. The cat has the funny mat.

3. The hat is funny.

**Unit 2** **-am -ap**

Listen and repeat.

**-am**

jam ham dam ram

**-ap**

cap map tap lap

**-am -ap**

Let's sing along.

jam ham dam ram all have -am  
cap map tap lap all have -ap

Listen and circle.

1. -am -ap

2. -am -ap

3. -am -ap

4. -am -ap

Listen, circle and write.

**-am -ap**

1. cap

2. r

3. m

4. j

## Workbook

**1 -an -at**

Trace and read.

**-an**

pan man  
fan van

**-at**

bat cat  
hat mat

Circle the correct picture.

1. **-an** (pan, fan)    2. **-at** (bat, cat)

3. **-at** (hat, mat)    4. **-an** (van, man)

Trace and write.

pan man f \_ v  
bat cat h \_ m

Circle and write.

1. bat (bat)    bat  
2. pan (pan)    pan  
3. cat (cat)    cat  
4. van (van)    van

Write and read.

hat man cat pan mat van fan bat

1. The **cat** is on the **mat**.

2. The **pan** is on the **van**.

3. The **bat** is on the **man**.

4. The **hat** is on the **mat**.

Draw and read.

1. bat (bat)    2. van (van)

<Workbook 2>

## Readers

**Bad Tiger**

A pig has a pen and pizza.    A rat takes the pizza.

<Readers 1>

**Poor Bat**

A man has a pan. Ham is in the pan.    The man eats the ham and jam.

<Readers 2>

**The Boat Race**

A bee is on a pea with a nail and leaf.    A toad is on soap with a cone and pillow.

<Readers 3>

**Smelly Gold**

Steve and Spike stop at a shop. It does not smell sweet.

My gold!

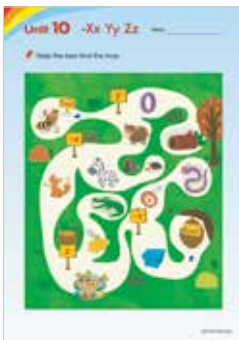
Help! Help! He is smelly.

<Readers 4>

CD-ROM



Downloadable Resources



<Unit Activities>



<Craft Activities>



<Listening/Reading/Writing Practice>



# Super Phonics



<b>Level</b>	Beginner
<b>Components</b>	Student Book with Hybrid CDs(2) Workbook
<b>Online Resources</b>	Daily Plan · Lesson Plan · Placement Test · Unit Tests · Final Tests · Answer Keys · Flash Cards · Story Cards · Reading Practice · Writing Practice · Sight Word Worksheets · MP3

- Super Phonics contains 5 levels of material for kindergarten and elementary students, and concentrates in the spiral educational method.
- Super Phonics 2nd edition is dynamically structured for EFL students to learn basic phonics rules through word family, key words, and decodable sentences.
- In 2nd edition, extra activities are provided in the back of each 'Student Book'.
- Simply designed layouts, visualized concepts, exciting songs and chants help children enjoy learning phonics.
- The Hybrid CD allows the user to look at the content while listening to the audio using a personal computer. The CD also offers flash and game functions, and only audio is available when played in a CD player.
- Online resources offer abundant teaching materials such as flashcards, cube activity, practice tests for active participation in phonics.

Student Book

**Unit 01 Short Vowel a**

Learn

Listen and say the words.

-at  
c at m at h at

Listen and say the words.

-an  
f an m an c an

Listen and say the words.

-ag  
b ag t ag w ag

Circle and write the correct word.

1. A cat is on a    
 mat / hat / map

2. A  has a can.   
 man / fan / bag

3. The  has a tag.   
 wing / bag / cat

4. A  is on the fan.   
 can / hat / feet

Story

Let's read the story and sing along.

A cat is on a mat.  
A cat has a tag.  
A fan is in the bag.  
A man is in the tag.

Read the word and circle the correct picture.

cat fan   
bag can   
mat tag

Practice

Use the letters to complete the word for each picture.

**Unit 02 Short Vowel a**

Learn

Listen and say the words.

-ad  
s ad d ad m ad

Listen and say the words.

-ap  
c ap m ap n ap

Listen and say the words.

-am  
j am h am r am

Listen and circle the correct picture.

1.   
2.   
3.

Listen and check the correct word.

1. hat tag  
2. can bag  
3. man cat  
4. dog mat

Find and circle the words in the puzzle.

Let's work together!

cat mat fan bag hat tag can dog

Read the word and circle the correct picture.

dad ram   
nap mad   
ham cap

Practice

Use the letters to complete the word for each picture.

## Workbook

**Unit 01 Start Vowel a**

Circle the picture with the same ending sound.

- ag
- at
- an

Match the pictures with the word that rhymes.

- wag
- can
- hat

Circle and write the correct ending sound.

1. at an ag at an at an
2. at an ag at an ag at an ag
3. at an ag at an ag at an ag

Write the words with the same ending sound.

cat moon tag hat mat wag hat can bag

**Start Vowel a**

Circle and write the correct word.

1. hat can mat
2. mat wag tag
3. moon hat fan

Write the correct words. Then, add the rhyming words and pictures.

-at	-an	-ag

Unscramble the word.

1. b g a a h t c n a
2. a h t
3. c n a

<Workbook 2>

## Activities

**My DEF Book**

**Aa is for**

**Cc is for**

**Ee is for**

<Activity 1 My Alphabet Book>

**Activity Look Closely**

**Word Search**

Find the words in the grid.

d	n	d	o	u	p
o	j	o	g	x	i
g	k	m	o	d	q
s	j	i	v	o	c
s	l	o	g	t	m
g	v	g	m	b	b

Write the word you find in the box.

<Activity 2>

**Dot to Dot**

**Word Race**

<Activity 3>

**Find Out!**

**Hidden Pictures**

See tree seed peach tea

Find the hidden things.

Find the difference between A and B.

What is it?

<Activity 4>

<Activity 5>

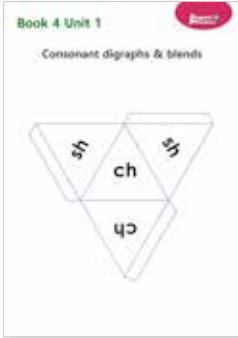
Hybrid CD



Downloadable Resources



<Reading/Writing Practice>



<Cube Activities>



<Sight Word Worksheets>



<Unit Tests>



# Reading Picnic



<b>Level</b>	Low Intermediate
<b>Components</b>	Student Book with Workbook & Audio CD
<b>Word Count</b>	30-80 Words per Unit
<b>Online Resources</b>	Monthly Plan · Lesson Plan · Unit Tests · Midterm & Final Tests · Answer Keys

- Engaging theme-based topics help students become interested and learn practical English reading skills.
- A ‘Let’s talk!’ section promotes topical thinking and discussion, serving as a preview of the main reading that follows.
- Clear illustrations serve to spark the imagination, explain scenarios, and help students learn through word-image association.
- A ‘Words to Know’ section ensures students are prepared for the main reading while expanding basic vocabulary.
- Students learn to find main ideas and supporting details while learning global culture and specific facts.
- In ‘Language Skills’, students are exposed to phrases and various sentence structures for natural and efficient English learning.
- Students review key words and learn summarization and organization through visualization at the end of each unit.
- Included workbooks offer supplementary material, allowing students to further their reading skills.
- Worksheets, answer keys, lesson plans, and tests are available online.

Student Book

**01 Things I Want**

Guides what I want!  
I want a big red bike.  
I want a baseball.  
I would like a new bat.

Let's talk!  
A: What do you want for your birthday?  
B: I want a bike.

WORDS TO KNOW

bike baseball bat cake birthday

Things I want

Guides what I want!  
I want a big red bike.  
I want a baseball.  
I would like a new bat.

Let's talk!  
A: What do you want for your birthday?  
B: I want a bike.

WORDS TO KNOW

bike baseball bat cake birthday

**VOCABULARY**

Check the correct answers.

1. a. new b. old c. red d. blue

2. a. new b. old c. red d. blue

3. a. new b. old c. red d. blue

4. a. new b. old c. red d. blue

Complete the words.

1. a. b. c. d.

2. a. b. c. d.

3. a. b. c. d.

4. a. b. c. d.

**READING CHART**

Fill in the blanks.

Today is my birthday. I want a set of things. This is I want!

1. I want a big red . I want a .

2. I want a . I want a .

3. I want a . I want a .

4. I want a . I want a .

**Learn**

Listen and say the words.

-ad  
s ad d ad m ad

-ap  
c ap m ap n ap

-am  
j am h am r am

**02 Color Blending**

Here is red paint and yellow paint.  
Mix them up.  
We get orange!

Here is red paint and blue paint.  
Mix them up.  
We get purple!

What if we mix white and black paint?  
We get gray!

Let's talk!  
Q: What if I mix two colors?  
A: I get a new color.

WORDS TO KNOW

yellow orange green purple white

Color Blending

Here is red paint and yellow paint.  
Mix them up.  
We get orange!

Here is red paint and blue paint.  
Mix them up.  
We get purple!

What if we mix white and black paint?  
We get gray!

Circle the correct answers.

1. If we mix red and yellow paint, we get (gray / orange).

2. If we mix red and blue paint, we get (purple / yellow).

3. If we mix white and black paint, we get (green / gray).

**READING COMPREHENSION**

Circle the correct answers.

1. What is this reading about?  
a. mixing colors b. buying paint c. drawing pictures

2. How do you get orange paint?  
a. Mix black and blue paint.  
b. Mix blue and red paint.  
c. Mix red and yellow paint.

3. Blue paint and red paint become \_\_\_\_\_.  
a. yellow b. purple c. gray

Circle T for true or F for false.

1. White and black paint become gray. T F

2. Green and yellow paint become purple. T F

3. Red and yellow paint become orange. T F

**LANGUAGE SKILLS**

Match the pictures and sentences.

1. Here is green paint.

2. Mix them up.

3. Here is gray paint.

**VOCABULARY**

Check the correct answers.

1. a. gray b. yellow c. white d. blue

2. a. gray b. yellow c. white d. blue

3. a. gray b. yellow c. white d. blue

Unscramble the words.

1. ellyow → \_\_\_\_\_

2. ixm → \_\_\_\_\_

3. kobic → \_\_\_\_\_

**READING CHART**

Let's learn \_\_\_\_\_ blending!

Here is red paint, yellow paint, blue paint, white paint, and black paint.

\_\_\_\_\_ paint and \_\_\_\_\_ paint. We get \_\_\_\_\_.

\_\_\_\_\_ paint and \_\_\_\_\_ paint. We get \_\_\_\_\_.

\_\_\_\_\_ paint and \_\_\_\_\_ paint. We get \_\_\_\_\_.

Color blending is really fun!

WORD BOX: gray white red blue purple color orange

<Student Book 1>

Workbook

**01 Things I Want**

**Vocabulary**

Find and circle the words.

1. sllwobatkooeps

2. kwpbirthdayzml

3. smdkgbaseballv

4. prjbikezllpqiat

Match, trace, and write the words.

1. big \_\_\_\_\_

2. blue \_\_\_\_\_

3. cake \_\_\_\_\_

**Handwriting**

Fill in the blanks.

Word Bank: birthday want Do What

1. What do you want?  
I \_\_\_\_\_ a bike.

2. \_\_\_\_\_ you want a chocolate cake?  
Yes, I do.

3. Why do you want these things?  
Today is my \_\_\_\_\_.

4. \_\_\_\_\_ do you want?  
I want a new bat.

Trace and write each sentence.

1. It is my birthday. \_\_\_\_\_

2. I want a baseball. \_\_\_\_\_

3. What do you want for your birthday?  
\_\_\_\_\_

4. I would like a new bat. \_\_\_\_\_

**02 Color Blending**

**Vocabulary**

Match and write the words.

1. yellow

2. purple

3. orange

4. white

Write the correct words.

Word Bank: green red black mix gray blue

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

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

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

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

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

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

**Handwriting**

Fill in the blanks and trace the words.

1. Mix \_\_\_\_\_ paint and yellow paint. We get orange.

2. Mix \_\_\_\_\_ paint and red paint. We get purple.

3. Mix \_\_\_\_\_ paint and black paint. We get gray.

Make correct sentences.

1. two / if / mix / I / colors / What \_\_\_\_\_?

2. and / blue paint / Here is / red paint \_\_\_\_\_?

3. get / gray / We \_\_\_\_\_?

4. them / up / Mix \_\_\_\_\_?

<Workbook 1>

# Reading and Knowledge



<b>Level</b>	Intermediate
<b>Components</b>	Student Book with Audio CD
<b>Word Count</b>	180-260 Words per Unit
<b>Online Resources</b>	Weekly Plan · Lesson Plan · Debate Questions · Midterm & Final Tests · Answer Keys

- Before reading the main text, students are introduced to the topic with interesting fun facts and thought-provoking questions to think about in the ‘Before You Study’ and ‘Did You Know?’ sections.
- Each book has 20 units. Each unit focuses on a unique topic. History, science, politics, economy, social studies, and world culture are just a handful of the topics included in each book.
- Topics that may be unfamiliar to students are explained using level-appropriate vocabulary, and ideas are written in ways that are easy to understand.
- Each book offers opportunities to learn valuable and essential reading skills. Questions and visual aids presented help students improve their reading ability for different purposes.
- Depending on the unit, a ‘Grammar Lesson’ or ‘Vocabulary Extension’ section is provided.
- Students can significantly strengthen their English grammar and vocabulary skills by diligently studying these sections.
- At the end of each unit, students can engage in further study in the theme of the main text with the provided ‘Close Reading’ and critical thinking questions. Students can discuss more than one point of view on a certain issue and exercise critical thinking ability.

Student Book

**Unit 3**

**Our Solar System**

**Before You Study**



How many planets are in our solar system?  
 How are the planets in our solar system?  
 What do you think the planets are made of?

**Did You Know?**

1. The planet Jupiter is the same size as 1,300 Earths.  
 2. It takes about 88 days for the planet Mercury to orbit the Sun.  
 3. A day on Venus is longer than a year on Venus.  
 4. The planet Saturn is the only planet in our solar system that spins on its side.

**Vocabulary to Know**

**planet** a large object in space that orbits a star  
**explode** to suddenly break into many pieces from high heat or pressure  
**energy** visible power  
**orbit** to circle around another object  
**similar** having or having the same without being exactly the same  
**bill** means an abstract element commonly known in a way that you find both funny

**Our Solar System**

The planet we live on is just one little part of a large group of heavenly objects. We call this group the solar system. The solar system is made up of the sun, eight planets, many small moons, and other small objects. Our solar system was formed around 4.6 billion years ago when a massive gas cloud **exploded** and created all the objects we see today.

The largest and most important object in the solar system is the sun. Can you believe that the sun is 109 times bigger in diameter than the Earth? The sun is the main source of heat and light **energy** for all the objects in the solar system. All the planets in the solar system orbit around the sun. Without the sun, there would be no life on Earth.

The four planets closest to the sun are called the **inner planets**. These planets are Mercury, Venus, Earth, and Mars. These four planets are very **similar** because they are mostly made of rock and metal. The remaining four planets are very different from the inner planets. Jupiter and Saturn are known as gas giants. They are much bigger than any other planet and are made of gases such as **hydrogen** and **helium**. The final two planets, Uranus and Neptune, are known as ice giants due to the fact that they are mostly made of ice and water.

**Reading Comprehension**

Circle the correct answers.

- What are the main objects that make up the solar system?
  - a moon, 8 stars, and many planets
  - the sun, 8 planets, and many moons
  - the sun, 7 planets, and many moons
- What is the largest object in the solar system?
  - the earth
  - the moon
  - the sun
- Why are the four inner planets similar to each other?
  - because they are made of mostly rock and metal
  - because they are made of mostly rock and gas
  - because they are made of mostly water and gas
- Which two planets are the biggest in the solar system?
  - Earth and Mars
  - Jupiter and Saturn
  - Venus and Mercury
- The Earth's solar system was formed when a massive gas cloud exploded many years ago.
  - All the planets in the solar system orbit around the sun (Jupiter).

Check **F** for true and **F** for false.

- The planet Venus is mostly made of rock and metal.  T  F
- The moon is the main source of light and heat in the solar system.  T  F
- Jupiter is known as one of the ice giants.  T  F
- The Sun is 100 times bigger in diameter than the Earth.  T  F

**Reading Skill**

**Classifying**

When we read a large amount of information, it is useful to classify different things into groups. To do this, we put things with the same characteristics into the same group.

Put each planet into the correct group or category.

Earth	Venus	Jupiter	Neptune	Mars	Mercury

**Gas Giants**

**Inner Planets**

**Outer Planets**

**Review**

**Summary Writing**

Fill in the blanks.

Our solar system is made up of the sun, eight planets, many moons, and other small objects. The largest object is the \_\_\_\_\_, it is the main source of heat and \_\_\_\_\_ for objects in the solar system. All planets in our solar system orbit the sun. If the Sun did not exist, life on Earth would not be \_\_\_\_\_. Mercury, Venus, Mars, and Earth are the planets closest to the Sun. They are mostly made of rock and \_\_\_\_\_. The next two planets are Jupiter and Saturn, which are huge and made of gases. The last two planets are Uranus and \_\_\_\_\_. These two planets are mostly made of water and ice.

**Vocabulary Review**

Fill in the blanks.

planet    explode    energy    orbit    similar    hydrogen

- It takes the Earth one year to \_\_\_\_\_ the Sun.
- Water is made up of two elements, \_\_\_\_\_ and oxygen.
- Mercury is the closest \_\_\_\_\_ to the Sun.
- Electrical \_\_\_\_\_ is used to power things like the TV.
- David looked like an ant when he was standing next to the \_\_\_\_\_ planet.
- My sister and I look very \_\_\_\_\_, but our personalities are very different.

**Grammar Lesson**

**Would**

The word **would** is commonly used when writing about an imaginary idea. For example, in the text's passage, **would** is used in the sentence "Without the Sun, there would be no life on Earth." **Would** is used because the Sun and life on Earth actually exist. The sentence states an idea that is imaginary.

Complete each sentence using **would** and the given verb.

- give if Sun did not exist, the gas by \_\_\_\_\_, then a million stars.
- oc Catherine \_\_\_\_\_ she \_\_\_\_\_ if she were a real princess.
- go How many times \_\_\_\_\_ she \_\_\_\_\_ to the shop?

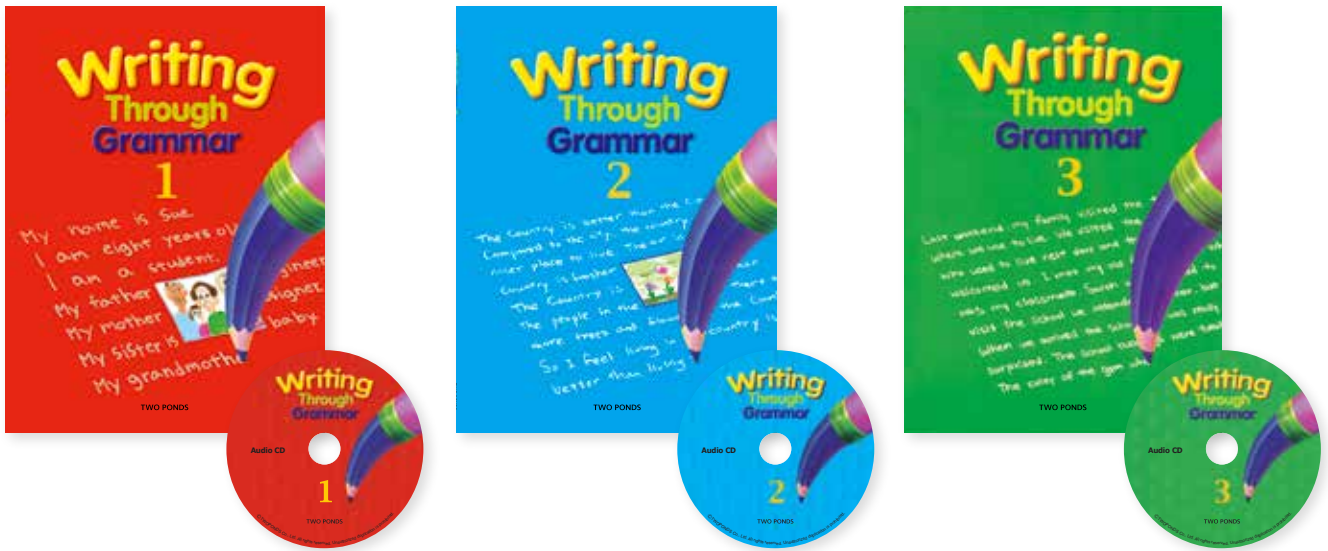
**Critical Thinking**

Read the passage below and answer each question.

Much of what we know about space today is due to the activities and research of NASA. NASA is a government agency of America. This organization launches space and even sends astronauts into space on shuttles and rockets. NASA was responsible for putting the first man on the moon. Recently, NASA even sent a robot to planet Mars to learn about it.

One of the biggest criticisms of NASA is the amount of money they spend on their work. Sending people and robots into space is very expensive. The equipment and technology that NASA spends on their research are also very expensive. Due to the fact that NASA is a part of the government, the money they use actually comes from the taxes that American people pay. Many people believe that the American government should spend more money solving problems on earth instead of exploring space and other planets.

# Writing Through Grammar



<b>Level</b>	Low Intermediate
<b>Components</b>	Student Book with Audio CD
<b>Online Resources</b>	Answer Keys

- Writing Through Grammar is a 3-level writing series for children who are starting to learn to write.
- Each book consists of 10 thematically based units on topics such as 'About Me', 'About My Friend', and 'Things We Like'.
- Each unit starts with easy-to-follow examples of sentences and grammar points which build students' abilities to write a group of sentences based on the theme.

Student Book

**Unit 1**  
**In the Classroom**

What is your name?  
How old are you?  
Are you a student?

My name is Emily.  
I am eight years old.  
Yes, I am a student.

**Grammar Point**  
**3rd Verb Agreement**

Subject	is	are	am
I	am	is	are
He (she)	is	are	am
She	is	are	am
It	is	are	am

**Fill in the blanks.**

- I \_\_\_\_\_ a student.
- She \_\_\_\_\_ a girl.
- She \_\_\_\_\_ a teacher.
- It \_\_\_\_\_ a book.
- We \_\_\_\_\_ boys.
- He \_\_\_\_\_ Brown.
- They \_\_\_\_\_ dogs.
- John and Peter \_\_\_\_\_ friends.

**Vocabulary**

Verb	is	are	am	are	is
is	am	are	is	are	is
are	am	is	are	is	are
am	is	are	is	are	is

**Grammar Point**  
**Yes/No Questions**

Questions	Answers
What is your name?	My name is Emily.
How old are you?	I am eight years old.

**Yes/No Questions**

Questions	Answers
Are you a student?	Yes, I am a student. No, I am not.
Are you a teacher?	No, I am not a teacher. Yes, I am.

What is that?  
Is the pencil blue?  
Is the table red?  
Is the chair blue?

That is Emily.  
That is Emily.  
That is Emily.  
That is Emily.

**Grammar Point**  
**Yes/No Questions**

Questions	Answers
What is that?	That is Emily.
Is the pencil blue?	Yes, it is blue.
Is the table red?	No, it is green.

**Yes/No Questions**

Questions	Answers
Is he a student?	Yes, he is a student. No, he is not.
Is she a teacher?	No, she isn't a teacher. Yes, she is.

**Fill in the blanks.**

- What is your name? \_\_\_\_\_
- How old are you? \_\_\_\_\_
- Are you a student? \_\_\_\_\_
- Are you a teacher? \_\_\_\_\_
- Is he a student? \_\_\_\_\_
- Is she a teacher? \_\_\_\_\_
- Is the pencil blue? \_\_\_\_\_
- Is the table red? \_\_\_\_\_
- Is the chair blue? \_\_\_\_\_

**Let's Write**  
*Write the questions.*

**Answer the questions.**

- Is she a teacher?  
Yes, she is a teacher.  
No, she isn't.
- Is Emily a girl?  
Yes.  
No.
- Is he your classroom?  
Yes.  
No.

**Answer the questions.**

- What is your name?  
My name is Emily.
- How old are you?  
I am \_\_\_\_\_.
- Are you a student?  
Yes.  
No.
- Who is that?  
He is \_\_\_\_\_.
- How old is that?  
He is \_\_\_\_\_.

1. My name is Emily.

2. I am eight years old.

3. Yes, I am not a teacher.

4. She is Ms. Brown.

5. She is thirty-five years old.

6. He and he is a teacher.

**Unit 2**  
**About Me**

Fill in my name in Emily.  
I am eight years old.  
I am tall.  
I have blond hair.  
I go to school in 3, 1.  
I am a good student.

**Vocabulary**

Verbs	Adjectives	Others
island	good	like
green	happy	strong
black	bad	short
English	big	weak
Iran	small	big
	pretty	small
	beautiful	strong

**Grammar Point**  
**Subject + Be + Adjective**

Subject	is	are	Adjective
I	am		strong tall short
He	is		weak strong tall
She	is		weak strong tall
They	are		weak strong tall
We	are		weak strong tall
It	is		good pretty handsome

**Fill in the blanks.**

- I am \_\_\_\_\_.
- He is \_\_\_\_\_.
- She is \_\_\_\_\_.
- They are \_\_\_\_\_.
- I am \_\_\_\_\_.
- She is \_\_\_\_\_.
- He is \_\_\_\_\_.
- It is \_\_\_\_\_.

**Grammar Point**  
**Subject + Be + (Articles) + Adjective + Noun**

Subject	is	are	is	are
I	am		a	pretty girl
He	is		a	good teacher
She	is		a	strong man
They	are		a	smart class
We	are		a	strong class
It	is		a	cute dog

**Fill in the blanks.**

- I am smart.  
→ I am \_\_\_\_\_ boy.
- We are happy.  
→ We are \_\_\_\_\_ family.
- There are tall.  
→ There are \_\_\_\_\_ when.
- It is tall.  
→ It \_\_\_\_\_ tall.
- She and good.  
→ She \_\_\_\_\_ student.

**Grammar Point**  
**Yes/No Questions**

Questions	Answers
Are you a tall girl?	Yes, I am a tall girl. No, I am not.
Are you a small boy?	Yes, I am not a small boy. No, I'm not.

**Follow the examples and fill in the blanks.**

- Are you a strong man?  
Yes, I am a strong man.  
No, I'm not.
- Are you an old woman?  
Yes, I am an old woman.  
No, I'm not.
- Are you a happy girl?  
Yes, I am a happy girl.  
No, I'm not.
- Are you a smart student?  
Yes, I am a smart student.  
No, I'm not.

**Let's Write**  
*Write the questions.*

**About Me**

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am \_\_\_\_\_.

I have \_\_\_\_\_ hair.

I go to school in \_\_\_\_\_.

I am a \_\_\_\_\_ student.

**Fill in the blanks with adjectives:**

- I have \_\_\_\_\_ hair.
- She has \_\_\_\_\_ hair.
- He is \_\_\_\_\_.
- They have \_\_\_\_\_ hair.
- They are \_\_\_\_\_.
- She is \_\_\_\_\_.
- He has a \_\_\_\_\_ dog.
- He has a \_\_\_\_\_ dog.
- John and Tim are \_\_\_\_\_.
- Yes, I have a \_\_\_\_\_ dog.

# Grammar Hit Starter



<b>Level</b>	Low Intermediate
<b>Components</b>	Student Book with Workbook
<b>Online Resources</b>	Unit Tests · Midterm & Final Tests · Answer Keys · Word Lists

- Grammar Hit Starter is a 3-level grammar series designed for low beginner students.
- The series helps students to learn the principles of the English grammar in a systematic way, with clear, concise charts and example sentences with interesting illustrations.
- Students can practice grammar points repeatedly with increasing difficulty through various activities.
- Review pages sum up what has been learned, closing with a short paragraph.

Student Book

**03 Plural Nouns**

**Let's Study**

One	Two or More
ball → balls	cup → cups
page → pages	leaf → leaves
box → boxes	fish → fishes
month → months	tree → trees

**Match the words to the correct forms.**

**Circle the correct forms.**

**Change to plural forms.**

**04 Pronouns**

**Let's Study**

One	Person	Animal, Place, Thing
I	you he she	it
Two or More	we you they	they

**Circle the correct words.**

**Change the underlined parts to pronouns.**

**Change to plural forms.**

**Write the words in the correct places.**

**Fill in the blanks.**

**Complete the sentences using pronouns.**

**Match and complete the sentences.**

**Complete the sentences.**

**Fill in the blanks.**

<Student Book 1>

Workbook

**03 Plural Nouns**

**Write plural forms using**

**Circle the correct forms.**

**Change to plural forms.**

**Complete the sentences.**

**04 Pronouns**

One	Person	Animal, Place, Thing
I	you he she	it
Two or More	we you they	they

**Write the correct pronouns.**

**Change to pronouns.**

**Complete the sentences using pronouns.**

<Workbook 1>



# Grammar Hit



<b>Level</b>	Low Intermediate
<b>Components</b>	Student Book with Workbook & Portfolio
<b>Online Resources</b>	Unit Tests · Midterm & Final Tests · Answer Keys · Word Lists

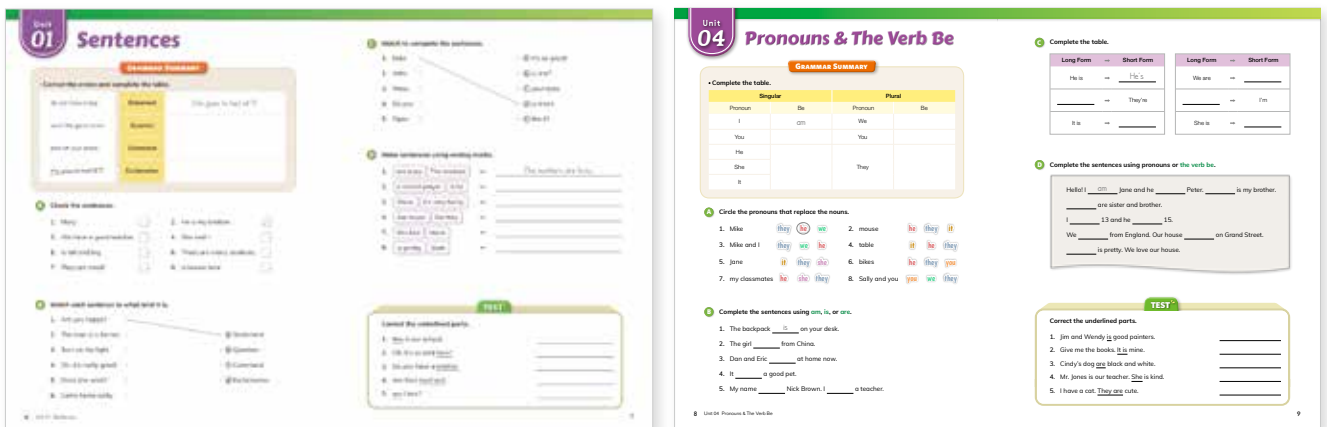
- Grammar Hit is a 3-level grammar series designed for high beginner students.
- The series helps students to learn the essence of the English grammar in a systematic and interactive way with clear grammar lessons and well-designed practices with engaging pictures.
- Grammar points are presented one by one in two pages each unit with clear grammar charts and explanations.
- Writing tasks are in the real-life setting, based on the target grammar.
- Self-centered engaging portfolio writing linked to writing practices are included.

Student Book



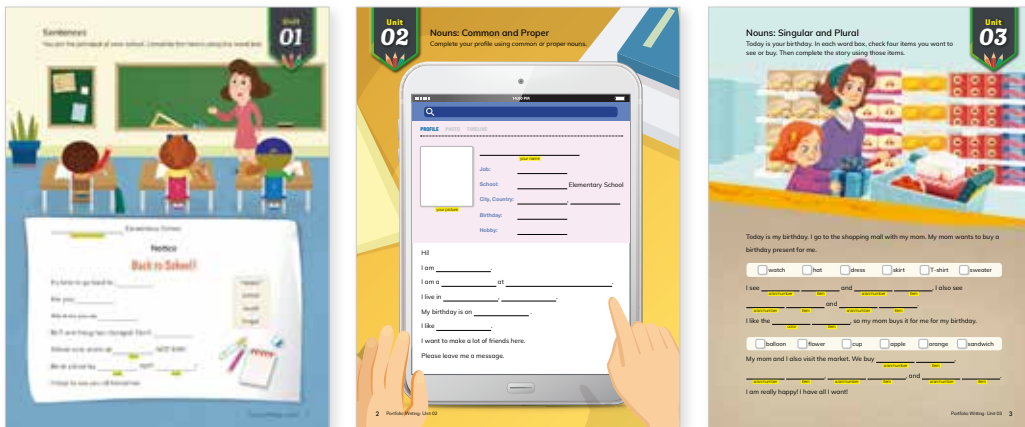
<Student Book 1>

Workbook



<Workbook 1>

Portfolio



<Portfolio 1>

# Grammar Picnic



<b>Level</b>	Low Intermediate
<b>Components</b>	Student Book with Workbook & CD-ROM
<b>Online Resources</b>	Monthly Plan · Lesson Plan · Midterm & Final Tests · Answer Keys · Worksheets

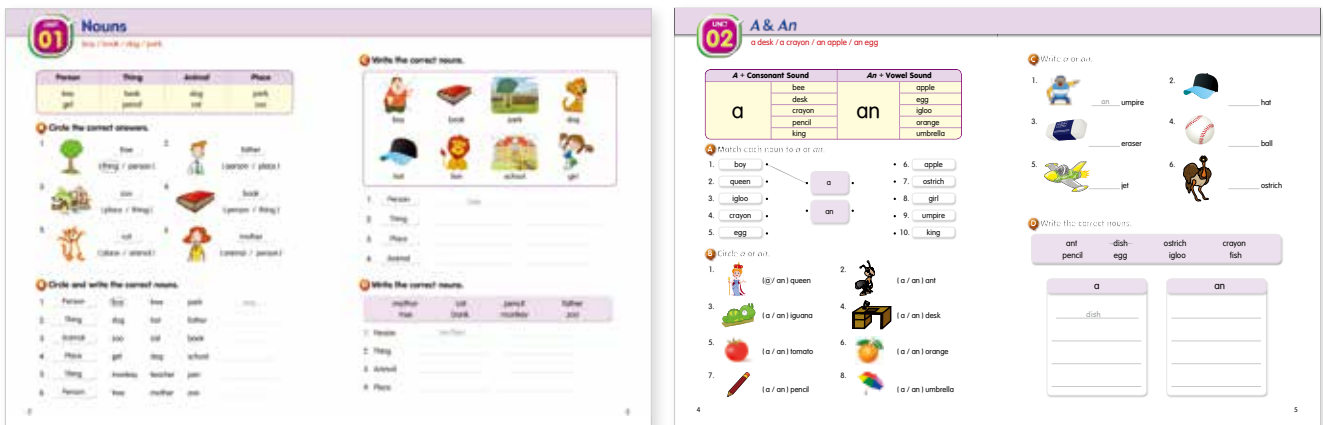
- Grammar Picnic is a series of 3 books that has been developed for beginning English students. They can learn, practice, and master basic English grammar in an interesting way.
- Each unit and accompanying lesson has been designed and written in a clear and simple manner. It makes learning efficient and accommodates children in kindergarten and the lower elementary levels.
- The series consists of progressively challenging exercises that focus on grammar, yet also improve vocabulary and writing skills.
- Fun comic strips teach practical English, promote thinking, and make learning fun.
- Included workbooks offer the additional practice students need.
- Included CD-ROMs contain a variety of fun activities that will improve students' understanding of grammar and help them develop existing skills.
- When used alongside Reading Picnic, this series help learners to study with integration.
- Additional worksheets, midterm and final tests, answer keys, and lesson plans are provided online.

Student Book



<Student Book 1>

Workbook

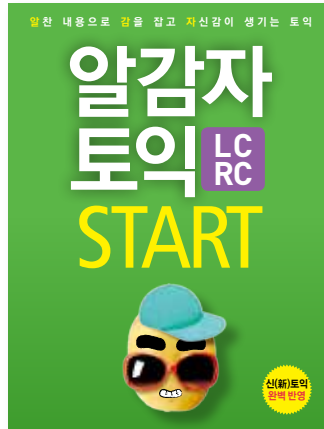


<Workbook 1>

CD-ROM



# Algamja TOEIC® Start



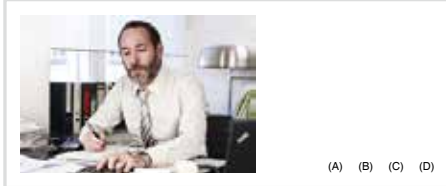
<b>Level</b>	Beginner~High Beginner
<b>Components</b>	Student Book with MP3 CD

- Perfect guideline allows students to prepare for new TOEIC®.
- Step by step and systematic program for  
[Sample Quiz + Answer & Pattern Analysis → Example → Application → Practical test → Actual test].
- Each step is constructed thoroughly for beginners to learn with gradual difficulty.
- Intensive practice for new types of test, key point and actual test are provided for students to master new TOEIC®.

Student Book

Example

오디오풀 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.



(A) (B) (C) (D)

in front of ~앞에 counter(상자에 따라 계산대, 접수대, 계산대) calculator 계산기 staple(문서 등을) 스테이플러로 고정하다 document 문서

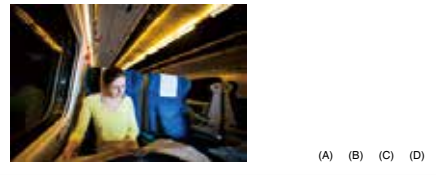
- (A) The man is standing in front of a counter.
- (B) The man is typing on a computer.
- (C) The man is using a calculator.
- (D) The man is stapling a document.

해설 >

- (A) 남자는 책상(at the desk) 앞에(sitting) 있습니다. 사진에 counter는 보이지 않죠. counter는 상점의 '계산대', '프렛' 등의 '접수대', 주방의 '조리대' 등을 모두 가리킬 수 있는 단어라는 것도 함께 알아두세요. (x)
- (B) 사진에 컴퓨터(computer)는 보이지 않습니다. (x)
- (C) 남자는 책상에서(at the desk) 업무를 보는 중(working)인데, 그중에서도 특히 계산기를 사용하고(using a calculator) 있네요. (o)
- (D) 남자 옆에 스테이플러(stapler)가 보이기는 하지만 남자가 스테이플러를 사용하고(stapling) 있지는 않습니다. (x)

적용하기

오디오풀 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.



(A) (B) (C) (D)

여자가 기차에서 신문을 읽고 있는 모습!



She is sitting by the window. 여자는 창문 옆에 앉았어요.



The woman is sitting in a train. She is sitting alone. 여자는 기차 안에 앉아 있어요. 혼자 앉아 있죠.  
She is reading a newspaper. 여자는 신문을 읽고 있어요.

fold ~을 접다 newspaper 신문 magazine 잡지

- (A) The woman is folding a newspaper.
- (B) The woman is sitting in a train.
- (C) The woman is reading a magazine.
- (D) The woman is walking in the airplane.

해설 >

- (A) 여자는 신문(newspaper)을 접고(folding) 있는 것이 아니라 읽고(reading) 있습니다. (x)
- (B) 여자는 기차 안에(in a train) 앉아서(sitting) 신문을 읽고 있네요. (o)
- (C) 여자는 잡지(magazine)를 읽고 있는 것이 아니라 신문을 읽고 있습니다. (x)
- (D) 여자는 걷고(walking) 있는 것이 아니라 앉아 있습니다. (x)

Example 1

다음 문장에 가장 알맞은 답변을 찾아 체크하세요.

The city manager requested that the ----- of the fountain be completed by the Spring Flower Festival.  
(A) construct (B) constructed (C) construction (D) constructing

S + request that S + 동사원형 ~하라고 요청하다 (request의 목적어로 that 절이 올 경우 that절의 동사는 (should + 동사원형) 또는 동사원형(주로 be)을 fountain 문구나 be completed 문구이다. construct 건설하다, 공사하다. construction 건설, 공사

The city manager requested that the (C) construction (of the fountain) be completed by the Spring Flower Festival.  
주어 동사 목적어 주어 목적어  
시 관리자가 봄꽃 축제 때까지는 분수가 완공되어야 한다. 공사를 완공하라고 요청했다.

해설 >  
선택지 보기를 보니 하니 알맞은 공사를 찾는 문제군요. 빈칸은 that 절의 주어 지리죠. 앞으로는 정관사 the, 뒤로는 of the fountain의 수식을 받고 있습니다. 따라서 빈칸에는 명사 construction이 들어가야 적절하겠네요.

**일괄문법 명사의 주요 역할과 위치**

- 명사는 문장의 주어, 목적어, 보어 지리에 온다. 명사는 문장에서 주어, 목적어, 보어 역할을 할 수 있기 때문에 위치하는 자리 또한 당연히 주어, 목적어(타동사의 목적어 또는 관사사의 목적어, 보어 지리)죠.

**The construction of the fountain is completed by the Spring Flower Festival.**  
주어 동사 목적어 보어  
분수 축제가 때까지는 분수가 완공되어야 한다.

**He has granted approval of the purchase of three new printing machines.**  
대사사 목적어  
그 사람은 새 인쇄기 3대의 구매를 승인해 주었다.

**It will be an advantage for the company.**  
주어 동사 보어  
그것은 회사에 이익이 될 것입니다.

- 관사 또는 형용사 뒤에는 이들의 수식을 받는 명사가 있어야 한다. 명사는 부정관사 a/an이나 정관사 the의 한정을 받을 수 있고, 형용사의 꾸밈도 받을 수 있습니다. 따라서 빈칸 앞에 관사나 형용사가 있는데 이들의 수식을 받는 명사가 그 뒤에 보이지 않다면 빈칸은 100% 명사 지리이죠.

**▶ 명사의 위치 정리**

- 명사주어 + 동사
- a/an + 단수명사
- the + 명사
- 타동사 + 명사(목적어)
- the + 명사
- 관사 + 명사(목적어)
- 형용사 + 명사

Example 2

다음 문장에 가장 알맞은 답변을 찾아 체크하세요.

Rachel Glover's team just finished a report listing different ----- for moving into the South African market.  
(A) advantage (B) advantages (C) advantageous (D) advantageously

list 열거하다 move into ~로 진출하다 advantage 이점 advantageous 이로운 advantageously 이롭게

Rachel Glover's team just finished a report (listing different advantages) for moving into the South African market.  
주어 동사 목적어  
레이블 글로버 팀은 남아프리카 공화국 시장으로 진출하는 것에 따르는 다양한 이점들을 열거한 보고서 작성을 위한 마 명사 listing의 목적어

해설 >  
빈칸은 동명사 listing의 목적어 지리이거 형용사 different의 수식을 받고 있습니다. 따라서 빈칸은 명사 지리이죠. 그런데 advantage를 하나만 말하는 것이 아니라 서로 다른 다양한(different) 이점들을 말하는 것이므로 복수명사인 advantages가 빈칸에 들어가야겠네요.

**일괄문법 셀 수 있는 명사와 셀 수 없는 명사**

- 명사는 크게 셀 수 있는 명사와 셀 수 없는 명사로 나뉩니다. 명사는 우리말로 달리 셀 수 있는 명사와 셀 수 없는 명사를 구분하지 않습니다. 즉, 셀 수 있는 명사는 단수인 경우 앞에 부정관사 a/an + 단수명사를 붙여야 하고, 복수인 경우엔 뒤에 ~s를 붙여야 하죠. 반면, 셀 수 없는 명사는 부정관사 a/an을 붙일 수도 없고, 복수형으로 쓸 수도 없죠.

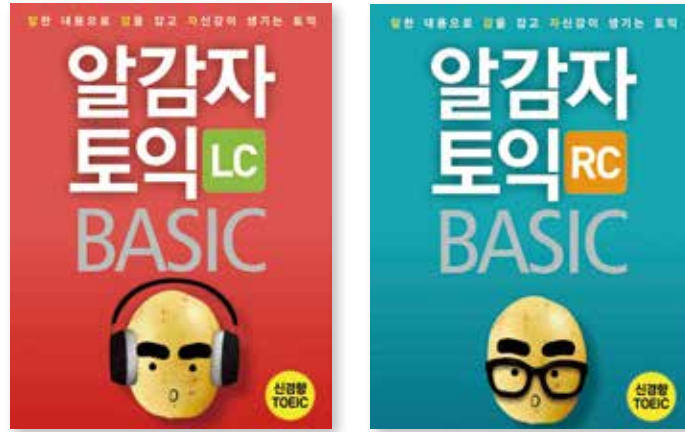
**I need (laptop / a laptop / laptops) .** 난 노트북이 필요해요.  
**I need (information / an information / informations) on it.** 난 그것에 관한 정보가 필요해요.

- '수월 나타내는 형용사는 셀 수 있는 명사와 쓰이고, '양'을 나타내는 형용사는 셀 수 없는 명사와 쓰인다.

many (수가 많은)	a few (적은)	few (거의 없는)	+ 셀 수 있는 명사(복수명사)
much (양이 많은)	a little (적은)	little (거의 없는)	+ 셀 수 없는 명사
a lot of = lots of (수 또는 양이 많은)			+ 셀 수 있는 명사, 셀 수 없는 명사

**I have many ( money / coin / coins ) in my pocket.** 난 주머니에 동전이 많아요.

# Algamja TOEIC® Basic



<b>Level</b>	High Beginner~Low Intermediate	
<b>Components</b>	LC	RC
	Student Book with MP3 CD	Student Book


- Perfect guideline allows students to prepare for new TOEIC®.
- Step by step and systematic program for [Key point → Example → Application → Practical test → Actual test].
- Intensive practice for new types of test, key point and actual test are provided for students to master new TOEIC®.

Student Book

### PART 1 알짜 포인트

Part 1에서는 지문을 보고 4개의 보기를 읽은 후 사정을 가장 잘 묘사한 보기를 선택해야 합니다. 이 보기에 단 1단어씩 4번까지 총 4문제가 출제됩니다.

**▶ 크리올 문제**



**POINT 1** 보기가 나오기 전에 **제어어** 사정을 제어하여 제1인 시제를 뒤에 독립문구의 제1인 또는 제2인, 제3인 시제 및 제1인 목적격과 2인격이 나오기 전에 제1인 시제를 제1인 시제, Part 1 Director의 1-2는 시제와 목적어 관계 시제에 일치해야 하는 관계 시제를 찾으십시오.

**POINT 2** 시제에 일치하지 않는 단어가 들어간 보기는 바로 탈락 시점에 등장하지 않는 문장구조 시제를 내리는 단어가 없습니다. 일치한 그 보기는 일단대로 답하십시오.

**POINT 3** 주관제는 영어가 단명문 하나만 들어가 들어간 보기는 답이 될 수 없습니다. 예를 들어 She is working steadily (이것이) 다음 전까지 계속 일하고 있던 그녀는 30년간, 다음 전까지 일하지 않기로 한 그녀는 시제를 찾아 볼 것입니다. 시제상호 일치할 수 있는 새로운 단어가 될 수 없습니다. 일치하십시오.

**▶ 영수증 문제**


Part 1에 나오는 시제와 문장구조를 중심으로 연습을 하면서 하는 데 주의하십시오.


1. 사람이 상환한 금액의 표시는 *paid/hasn't against, been/over, heard* 또는, *is/amounted*에서 흔히 찾을 수 있는 시제를 *is/are, should, taking* 등으로 찾아주세요. 특히 *is/are*는 Part 1 인출 문장을 통해 쉽게 찾아주세요.

2. 특히 *is/are* 문장에 *work in, work* 및 *hasn't* 같은 시제와 다른 시제를 사용한 문장을 *book* *returned* vs. *book* *back* 문장을 확인할 때는 *is/are*에서 시제-일치가 발생할 수 있습니다.

### 응용기 문제

오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하십시오.

1.  (A) (B) (C) (D)

2.  (A) (B) (C) (D)

<Algimja TOEIC® Basic LC>

8. **문제 1** 지문 보기를 읽고 답하십시오.

1. 100,000원  
2. 200,000원  
3. 300,000원  
4. 400,000원

**해설 (C)**

**Outstanding balance**는 미납금 계정을 의미합니다. 미납 금액을 의미하는 **balance**, 이 계정이 금액이 300,000원입니다. 단위는 **과**입니다. **과**가 **달러**로 표시되어 있지 않다면 **달러**로 표시된 300,000원입니다.

**문제 2**

3. **문제 2** 지문 보기를 읽고 답하십시오.

1. 100,000원  
2. 200,000원  
3. 300,000원  
4. 400,000원

**해설 (C)**

잔액을 전에 사용되지 않거나 영수증을 내지 않는지 확인하는 **Fixed Charge**는 잔액을 사용하지 않은 잔액의 금액으로 내야 하는 요금, 즉 **기대금액을 의미합니다. Fixed Charge** 금액이 250,000원입니다.

**문제 3**

1. **문제 3** 지문 보기를 읽고 답하십시오.

### 응용기 문제

▶ **송장 및 청구서에 자주 등장하는 질문 유형**

01 What is this invoice for? (이 송장은 무엇에 대한 것입니까?)

02 What is true about the invoice? (이 송장에 대해 무엇이 사실입니까?)

03 What is probably Turner Hidy's job? (Turner Hidy는 아마도 어떤 일을 할까요?)

04 How much were the parts? (부품은 얼마였습니까?)

05 How much of a tip did Ms Andell give? (Ms Andell은 팁을 얼마 주었습니까?)

06 How much money does Hubert owe from last month? (Hubert은 지난 달 얼마를 빚지고 있습니까?)

07 How many people ate at the restaurant? (이 식당에서 몇 명이 식사를 했습니까?)

08 How many hours of labor were required? (이 일을 완료하는 데 몇 시간이 필요했습니까?)

▶ **송장 및 청구서에 자주 등장하는 표현들**

01 invoice 송장

02 bill / utility bill 전기 송장 / 공공요금 송장

03 item / (item) description / details 품목 / 품목 설명 / 세부사항

04 QTY 수량

05 outstanding balance 미납액

06 price / amount / subtotal / total 가격 / 금액 / 소계 / 총액

07 gratuity / tip 팁

08 All prices include taxes. 모든 가격은 세금이 포함되어 있습니다.

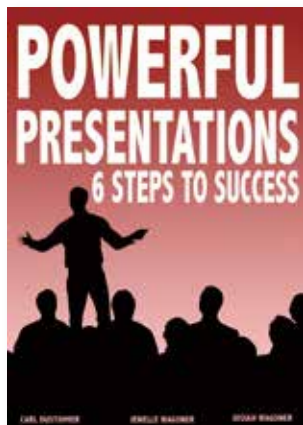
**맞고자 핵심 공식 포인트!** 송장 및 청구서

- ▶ 문제를 먼저 파악할 것
- ▶ 무엇에 대한 송장인가를 묻는 문제는 품목을 나타내는 항목에서 찾아볼 것
- ▶ 세부 사항을 묻는 문제는 품목의 액수와 관련된 항목에서 찾아볼 것

<Algimja TOEIC® Basic RC>



# Powerful Presentations: 6 Steps to Success



<b>Level</b>	Intermediate
<b>Components</b>	Student Book with CD-ROM

- Powerful Presentations guides students and young professionals how to craft their presentation.
- A clear, step-by-step process to develop and deliver a presentation.
- Real-life, relevant examples and activities to illustrate each point of focus.
- Helpful expressions to use in presentations.
- Hints to make presentations even more effective.
- An 'Author's Model' to show how all of the elements come together.
- Exemplary videos as reference sources or as visual guides.
- Review and summary activities to help anchor skills learned.

Student Book

**STEP 1**

**Motivate with Your Message**



Does the idea of giving a presentation scare you? If you are like most people, your answer is “yes.” The most common fear around the world is public speaking. So don’t be ashamed or embarrassed. Be proud that you are starting to overcome it!

Your first step will be to develop a memorable message. A message states what your presentation is about.

This step will help you to develop your message.

To focus your message in a powerful way you need to think about four things:

Topic Purpose Audience Message

STEP 1 Motivate with Your Message    STEP 2 Purposeful Planning    STEP 3 Research and Support    STEP 4 Dynamic Design    STEP 5 Perform with Power    STEP 6 From Uncertain to Unstoppable



**Guiding Questions**

What is my topic?    What is the purpose of my speech?    Who is my audience?    What is the message of my presentation?

**Key Terms**

- Purpose** Your “purpose” is your reason for speaking. The three most common purposes are to inform, to persuade, and to inspire.
- Message** Your “message” is an idea people should remember about your presentation. The best messages are clear, concise, and tell the audience how they’ll benefit from listening to your presentation.
- Takeaway** A “takeaway” is a short phrase that helps the audience. A takeaway helps your audience to remember your message after your presentation is finished.
- Persuade** To “persuade” means to convince someone to agree with you. You can persuade your audience by sharing stories and using statistics.
- Inspire** To “inspire” means to motivate someone to do something. If you truly inspire your audience, they will follow your advice and try something new.

Step 1: Motivate with Your Message

8

**Section 1 Choosing a Topic**



**How to Choose a Topic**

Every presentation begins as a topic. The topic of your presentation is the general focus. Choose your topic carefully. Some topics are easier to talk about than others. To make sure that you choose an easy topic to talk about, follow three guidelines.

**Choose a Topic:**

You are passionate about    You know a lot about    That is valuable to the audience

STEP 1 Motivate with Your Message    STEP 2 Purposeful Planning    STEP 3 Research and Support    STEP 4 Dynamic Design    STEP 5 Perform with Power    STEP 6 From Uncertain to Unstoppable

9

Presentations are easier when you like your topic. They are also easier when you know a lot about your topic. This will lower your nervousness. You will also feel less nervous if your audience wants to listen. That’s why it’s important to choose a helpful topic. Audiences listen better if they think your presentation will benefit them.

**Activity 1.01 Topics You Know About**

Circle two topics you know about. For each topic, brainstorm two subtopics that you know about.

Education    Science    Music    Technology    Literature    Business

It’s important to choose a topic that is not too big and not too small. Why? A topic that’s too big is hard to talk about. You won’t have time to include interesting details. A topic that’s too small is hard to understand. Your audience won’t understand the details if they’re not already experts. To choose a topic that is not too big and not too small, you should narrow your topic two times.



**Activity 1.02: Discover Your Message**

Choose two topics you want to speak about. Narrow each topic two times.

Topic 1: \_\_\_\_\_    Topic 2: \_\_\_\_\_  
Narrow 1: \_\_\_\_\_    Narrow 1: \_\_\_\_\_  
Narrow 2: \_\_\_\_\_    Narrow 2: \_\_\_\_\_

Now that you’ve narrowed your topics, choose one. This will be the topic you develop in this book.

My Topic Is: \_\_\_\_\_

Step 1: Motivate with Your Message

# Seoul National University Korean Language



– Rights Sold to: Mainland China, Taiwan

Components		
1A, 1B, 2A, 2B	3A, 3B, 4A, 4B, 6A, 6B	5A, 5B
Student Book with CD-ROM Workbook with MP3 CD	Student Book with MP3 CD Workbook with MP3 CD	Student Book with CD-ROM Workbook
Online Resources		
MP3 *Video Clip: 6A, 6B *CD-ROM: 1A, 1B, 2A, 2B, 5A, 5B		

- Seoul National University Korean Language is a six-level course and has been developed to be used in a regular program for adult learners of the Korean language.
- It helps students develop reading, writing, listening, and speaking skills and helps them apply the Korean language in real-life situations.
- This textbook is carefully coordinated to link spoken language and written language while focusing on the development of communicative language skills.
- A task-based approach maximizes the use of linguistic knowledge and encourages meaningful interaction between learners.
- A systematic approach to learning vocabulary, grammar and pronunciation is adopted.
- This textbook is designed to actively integrate culture with classroom instruction.
- The text includes a CD-ROM that can be used in the classroom, as well as independently, as an effective tool for previewing and reviewing.

Student Book

### 이 휘 Vocabulary

**1. 어느 나라 사람이세요? 알맞은 단어를 연결하세요.**  
Where are they from? Match each picture with the name of a country.

한국 사람  
 미국 사람  
 일본 사람  
 독일 사람  
 중국 사람  
 호주 사람  
 영국 사람  
 프랑스 사람

**2. 빈칸에 알맞은 단어를 쓰세요.**  
Write the word under the correct picture.

선생님				
학생				
의사				
회사원				
요리사				
기자				
가수				
군인				

### 문법과 표현 1 Grammar and Expression 1

**1. 인사말** 안녕하세요

**A** 안녕하세요?  
**B** 안녕하세요?

**A** 만나서 반가워요.  
**B** 반가워요.

**A** 안녕히 계세요.  
**B** 안녕히 가세요.

**연습1** 한국말로 인사해 보세요.  
Exchange greetings in Korean.

**연습2** 만나서 반가워요 / 반가워요 / 만나서 헤어져요 / 헤어져요 / 만나서 인사해요 / 인사해요 / 헤어져 인사해요 / 헤어져 인사해요

### 2. N은/는 N이에요/예요

저는 육종이에요.

- 저는 육종이에요.
- 저는 육종이예요.
- 저는 육종이예요.
- 저는 육종이예요.
- 저는 육종이예요.
- 저는 육종이예요.

**연습1** 그림을 보고 [보기]와 같이 이야기해 보세요.  
Look at the pictures and practice conversations as shown in the examples.

<b>보기</b>		저는 중국 사람이에요.	나와 저는 중국 사람이예요!
		저는 한국 사람이예요.	나와 저는 한국 사람이예요!
		저는 미국 사람이예요.	나와 저는 미국 사람이예요!
		저는 일본 사람이예요.	나와 저는 일본 사람이예요!
		저는 독일 사람이예요.	나와 저는 독일 사람이예요!
		저는 영국 사람이예요.	나와 저는 영국 사람이예요!
		저는 호주 사람이예요.	나와 저는 호주 사람이예요!
		저는 프랑스 사람이예요.	나와 저는 프랑스 사람이예요!
		저는 _____ 사람이예요.	나와 저는 _____ 사람이예요!

**연습2** 한국말로 인사하고 이야기해 보세요.  
Greet each other in Korean and practice conversations as shown in the examples.

안녕하세요?  
저는 육종이예요.

안녕하세요?  
저는 육종이예요.

안녕하세요?  
저는 육종이예요.

**국적을 말할 때**  
I am from ~~~~  
저는 육종이예요.  
저는 육종이예요.

**국적을 말할 때**  
I am from ~~~~  
저는 육종이예요.  
저는 육종이예요.

### 말하기 1 Speaking 1

나: 안녕하세요? 저는 육종이예요.  
미아: 안녕하세요? 저는 미아예요.  
나: 만나서 반가워요, 미아! 미아! 미아!  
미아: 반가워요. 나! 나! 나! 나!  
나: 저는 중국 사람이예요.  
나: 나: 저는 중국 사람이예요.

**연습1** 친구와 연습해 보세요.  
Practice with your partner.

나	미아	미아	나	나	미아
중국 사람	중국 사람	중국 사람	중국 사람	중국 사람	중국 사람

**연습2** 한국말로 인사하고 이야기해 보세요.  
Greet each other in Korean and practice conversations as shown in the examples.

안녕하세요?  
저는 육종이예요.

안녕하세요?  
저는 육종이예요.

안녕하세요?  
저는 육종이예요.

**국적을 말할 때**  
I am from ~~~~  
저는 육종이예요.  
저는 육종이예요.

**국적을 말할 때**  
I am from ~~~~  
저는 육종이예요.  
저는 육종이예요.

Workbook

# 1 안녕하세요?

Hello



- 어휘**
- 국적  
Nationality
  - 직업  
Occupation
- 문법과 표현**
- 인사말
  - N은/는 N이에요/예요
  - N입니까?, N입니다
  - N이/가 아닙니다
- 문형 연습**

**어휘 Vocabulary**

**연습 1** 빈칸에 알맞은 단어를 쓰세요.  
Complete the words.



- ⑧ your country?
- ① 미 국    ②    국    ③ 독    ④    국  
⑤ 후    ⑥    국    ⑦ 일    ⑧

**연습 2** 알맞은 그림을 연결하세요.  
Match each name card with the corresponding picture.

1) 이름 : 카말 직업 : 요리사	•	①
2) 이름 : 아키라 직업 : 회사원	•	②
3) 이름 : 마이클 직업 : 기자	•	③
4) 이름 : 나나 직업 : 학생	•	④

**연습 3** 그림을 보고 [보기]와 같이 쓰세요.  
Look at the pictures and complete the sentences as shown in the example.

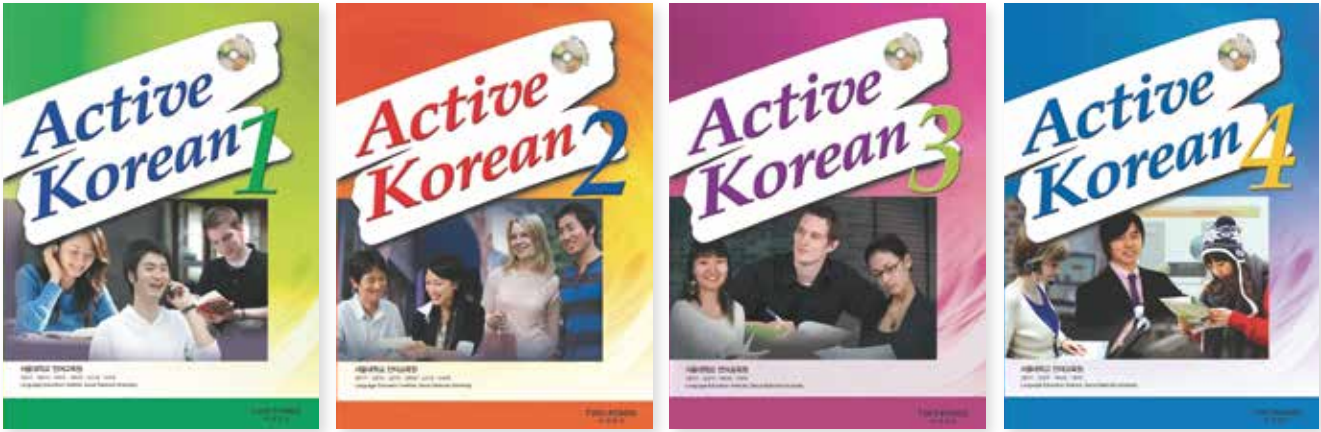
[보기] 한국 사람입니다.

- |           |           |
|-----------|-----------|
| 1)        | 2)        |
| _____입니다. | _____입니다. |
| 3)        | 4)        |
| _____입니다. | _____입니다. |
| 5)        | 6)        |
| _____입니다. | _____입니다. |

CD-ROM



# Active Korean



– Rights Sold to: Mainland China

<b>Components</b>	Student Book with Audio CD Workbook with Audio CD
<b>Online Resources</b>	MP3

- Dialogues are based on everyday-life situations that can be easily adapted to the real life.
- Each unit is organized according to the flow of a real class environment, from ‘Vocabulary’ and ‘Key Dialogues’ to ‘Conversation Drills’, making it easy for learners to follow.
- Various tasks and activities are provided in order for learners to develop their communication skills and use language creatively.
- ‘Grammar Points’ and ‘Grammar Reference’ help learners understand the usages of grammar points, which also make self-study possible.
- Vivid pictures and illustrations help learners understand the text and stimulate their interest.

Student Book

UNIT

2

Greetings & Introductions

인사와 소개



In This Unit

- Greetings 인사하기
- Introducing 소개하기
- Getting personal information 개인 정보 안기

36 UNIT 2

Expressions 표현



- 안녕하세요? Hello. / How do you do?
- 안녕히 가세요. Goodbye. (to a person who is leaving)
- 안녕히 계세요. Goodbye. (to a person who is staying)
- (안나씨) 반가워요. Nice to meet you.
- 이름이 뭐예요? What's your name?

Vocabulary 어휘

Countries

미국 the United States of America	호주 Australia	캐나다 Canada
중국 China	영국 the United Kingdom	한국 Korea
일본 Japan	독일 Germany	러시아 Russia
인도 India	프랑스 France	

Occupations

선생님 teacher	요리사 chef	회사원 company employee
학생 student	은행원 bank clerk	연구원 researcher
의사 doctor	기자 reporter	

Others

여기 here	사람 person	주소 address
씨 Mr., Miss, Mrs., Ms.	이름 name	전화 telephone
저 I	국적 nationality	
이분 this person	직업 job / occupation	

Greetings & Introductions 37

Key Dialogues 핵심 대화

Greetings TRACK 07



- A 안녕하세요?
- B 안녕하세요?

- A Hello.
- B Hello.

**Notes**  
"안녕하세요?" is the most common greeting used when meeting someone. It can be used to either greet someone you meet for the first time or greet someone you see every day.



**Notes**  
"안녕히 가세요." is "Goodbye," used to a person who is leaving and "안녕히 계세요." is "Goodbye," used to a person who is staying.

- A 안녕히 가세요.
- B 안녕히 계세요.

- A Good bye.
- B Good bye.

38 UNIT 2

Conversation Drills 대화 연습

Conversation 1 TRACK 08



- A 안녕하세요?
- B 안녕하세요? 저는 크리스예요.
- A 크리스 씨는 미국 사람이에요?
- B 아니요, 저는 호주 사람이에요.
- A 크리스 씨는 선생님이예요?
- B 네, 저는 선생님이예요.

Check it

1. 크리스 씨는 미국 사람이예요.
2. 크리스 씨는 선생님이예요.

UNIT 2 JIMMY

Practice the dialogue with your partner.

1) 크리스 / 미국 사람 크리스 / 미국 사람 호주 사람 크리스 / 선생님 선생님	2) 마르틴 / 영국 사람 마르틴 / 영국 사람 독일 사람 마르틴 / 기자 기자	3) 웨이 / 일본 사람 웨이 / 일본 사람 중국 사람 웨이 / 은행원 은행원	4) 안나 / 독일 사람 안나 / 독일 사람 프랑스 사람 안나 / 요리사 요리사
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42 UNIT 2



UNIT

2

Transportation

교통



In This Unit

- Talking about transportation 교통수단 표현하기
- Talking about what one should do 당위 표현하기

30 UNIT 2

Expressions 표현



- 인사동에 어떻게 가요? Could you tell me how to get to Insa-dong?
- 걸어(서) 가요/와요. I go/come on foot.
- 몇 번 버스를 타야 돼요? What number bus should I take?
- 몇 호선을 타야 돼요? Which subway line should I take?
- 여기에서 얼마나 걸러요? How long does it take from here?

Vocabulary 어휘

Means of transportation

지하철 subway	배 ship / boat	비행기 airplane	택시 taxi
버스 bus	기차 train		

Vocabulary related to transportation

타다 to get on / to ride	호선 subway line number	갈아타다 to transfer	번 counting unit after number
내리다 to get off			

Subway stations

회현역 Hoehyeon Station	잠실역 Jamsil Station	동대문운동장역 Dongdaemun Stadium Station	서울대입구역 Seoul Nat'l Univ. Station
시당역 City Hall Station	사당역 Sadang Station	영동역 Myeongdong Station	남부터미널역 Nambu Bus Terminal Station
안국역 Anguk Station	고속터미널역 Express Bus Terminal Station	충무로역 Chungmuro Station	
교대역 Seoul Nat'l Univ. of Education Station	을지로3가역 Euljiro 3-ga Station		
삼성역 Samsong Station			

Famous places

남대문시장 Namdaemun Market	경주 Gyeongju	코엑스몰 Coex Mall	예술의 전당 Seoul Arts Center
제주도 Jeju Island	부산 Busan	인사동 Insa-dong	
명동 Myeong-dong		롯데월드 Lotte World	

Question words

어떻게 how	얼마나 how long
---------	--------------

Others

걷다 to walk	같이 together	수영 swimming	여자 woman / female
듣다 to listen / to hear			

Transportation 31

Key Dialogues 핵심 대화

Talking about transportation (1) TRACK 05

- A 뭘 타요?
- B 지하철을 타요.



Grammar Points

N에서 N'을/를 타다  
When expressing getting on a mode of transportation, the verb '타다' is used. '타다' requires an object and subject particle '을/를'. After the place where one gets on, '에서' is attached.

▶ Grammar Reference p.135



- A 남대문시장에 어떻게 가요?
- B 학교 앞에서 버스를 타세요.

- A Would you tell me how to get to Namdaemun Market?
- B Take a bus in front of the school.

Practice

- With your partner, talk about how to get to the following destinations.

남대문시장에 어떻게 가요?      버스를 타세요.



32 UNIT 2

Conversation Drills 대화 연습

Conversation 1 TRACK 06



- A Would you tell me how to get to Namdaemun Market?
- B Take the subway.
- A What line should I take?
- B Take line number 2. And transfer to line 4 at Sadang Station.

- A 남대문시장에 어떻게 가요?
- B 지하철을 타세요.
- A 몇 호선을 타야 돼요?
- B 이 호선을 타세요. 그리고 사당역에서 2호선으로 갈아타세요.

Check it

- 남대문시장에 가요.  T  F
- 버스를 타야 돼요.  T  F
- 호선을 타요.  T  F

- Role-play the dialogue with your partner. Use the subway map below as cues. You are at the Namdaemun Market.



Transportation 37

Workbook

UNIT

2

**인사와 소개** Greetings & Introductions

### Vocabulary Exercise

1 Connect the words on the left with the corresponding pictures.

1. 회사	· ①
2. 회사원	· ②
3. 학생	· ③
4. 선생님	· ④

2 Look at the pictures below and complete the words.

1.  기 자	2.  전
3.  람	4.  이
5.  은 월	6.  사

### Grammar Exercise

1 Connect the words on the left with the appropriate ending.

1.  나이	① -세요
2.  옷	② -아주세요
3.  꽃	
4.  전화	③ -아주세요
5.  명함	

2 Fill in the blanks with either 은 or 는.

1. 애기	아이랑 자해요.
2. 선생님	한국 사람이에요.
3. 마이클	학생이에요.
4. 카를 씨	회사예요.
5. 양반	회사원이에요.
6. 우리	친구예요.

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3 Look at the pictures below and complete the sentences.

1. 제는 _____ 저는 _____	제니 (여성) 크리스 (남성) 김민 (회사원) 이진 (간호사) 제인 (요사)
-------------------------	--

4 Look at the pictures below and complete the sentences.

1. 애기는 _____ 애니 씨는 _____	제니 (여성) 제나 (요사)
2. 제기는 _____ 안나 씨는 _____	제나 (요사)

3. 여기는 _____ 마이클 씨는 _____	마이클 (기차) 제니 (은행원) 제디 (회사원)
4. 여기는 _____ 웨이 씨는 _____	제디 (회사원)
5. 여기는 _____ 수이 씨는 _____	제디 (회사원)

5 Look at the pictures below and complete each dialogue.

1. A: 제니 씨는 누구 사장이예요? B: 네, 미국 사람이에요.	제니 (미국 사람) 제인 (연도 사장) 제진 (간호사) 제디 (회사원) 제인 (회사원)
2. A: 카를 씨는 _____? B: 네, 연도 사장이에요.	제인 (연도 사장) 제진 (간호사) 제디 (회사원)
3. A: 마이클 씨는 _____? B: 네, 간호사예요.	제진 (간호사) 제디 (회사원)
4. A: 웨이 씨는 _____? B: 네, 은행원이에요.	제디 (회사원)
5. A: 제인 씨는 _____? B: 네, 회사원이에요.	제인 (회사원)

Unit 2 | Greetings & Introductions - 27

# Goguma TOPIK



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◆ 학습 유형

- 1. 제시된 질문과 글의 목적 및 의미를 파악하는 문항(보통 단답형이나 객관형) 제시됨
2. 제시된 글의 읽고 이해할 수 있는 문항(보통 단답형 또는 객관형) 제시됨

◆ 학습 전략 1

제시된 짧은 글의 목적 및 의미를 파악하는 유형

- 1. 핵심어에 주의를 주어 글의 목적 및 의미를 파악함
주어진 글에서 핵심어가 무엇인지 주의 깊게 살펴봅니다. 또한 제시된 질문에 주의를 기울여야 합니다. 핵심어는 글의 주요 목적이나 내용을 파악하는 데 도움이 됩니다.
2. 어떠한 글인지 파악할 수 있는 것을 핵심어 찾기
글의 주제를 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.

Example text box with title '(한국) - 명품 화장품' and content about a cosmetic brand. Includes a 'Vocabulary' section with words like '명품' and '명품 화장품'.

예 1 (한국) - 명품

- 1. 선택지에서 적절한 답 고르기
자신이 예상했던 답을 제시된 선택지에서 고르기 어려울 경우, 주어진 글에서 찾아본 핵심어와 관련된 답을 고르도록 합니다.
2. 고른 답이 맞는지 다시 글과 비교 확인하기
자신이 선택한 답이 맞는지 글과 다시 비교 확인합니다.

◆ 적용 1

제시된 짧은 글의 목적 및 의미를 파악하는 유형

Example text box with title '다음에 무엇에 대한 글인지 고르십시오.' and content about a travel agency. Includes a 'Vocabulary' section with words like '여행' and '여행사'.

- 1. 핵심어에 주의를 주어 글의 목적 및 의미를 파악함
주어진 글의 목적이나 내용을 파악하기 위해 글의 핵심어가 무엇인지 주의 깊게 살펴봅니다. 또한, 제시된 질문에 주의를 기울여야 합니다. 핵심어는 글의 주요 목적이나 내용을 파악하는 데 도움이 됩니다.
2. 어떠한 글인지 파악할 수 있는 것을 핵심어 찾기
글의 주제를 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.

Vocabulary section for the second example, listing words like '여행사', '여행', '여행객' and their meanings.

예 2 (한국) - 여행

◆ 적용 2

제시된 글을 읽고 제목 및 중심 생각을 찾는 유형

Example text box with title '이 글의 중심 생각으로 가장 알맞은 것을 고르십시오.' and content about a city's development. Includes a 'Vocabulary' section with words like '발전' and '개발'.

- 1. 글의 흐름에 주의를 주어 글의 목적 및 의미를 파악함
주어진 글에서 글의 흐름을 파악하여 글의 목적이나 내용을 파악합니다. 또한, 제시된 질문에 주의를 기울여야 합니다.
2. 글의 내용을 파악하여 제시된 글의 중심 생각을 찾거나 핵심어 찾기
글의 주제를 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
3. 선택지 (가)~(나)에서 적절한 답 고르기
(가) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
(나) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
(가) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
(나) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
4. 고른 답이 맞는지 다시 글과 비교 확인하기
자신이 선택한 답이 맞는지 글과 다시 비교 확인합니다.



예 3 (한국) - 도시

◆ 문제 넘기

다음에 무엇에 대한 글인지 고르십시오.

Example text box with title '여행 상품 기획안' and content about a travel agency. Includes a 'Vocabulary' section with words like '여행' and '여행사'.

- 1. 글의 흐름에 주의를 주어 글의 목적 및 의미를 파악함
주어진 글에서 글의 흐름을 파악하여 글의 목적이나 내용을 파악합니다. 또한, 제시된 질문에 주의를 기울여야 합니다.
2. 글의 내용을 파악하여 제시된 글의 중심 생각을 찾거나 핵심어 찾기
글의 주제를 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
3. 선택지 (가)~(나)에서 적절한 답 고르기
(가) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
(나) 글의 내용을 파악하여 주어진 질문에 맞는 답을 찾아야 합니다.
4. 고른 답이 맞는지 다시 글과 비교 확인하기
자신이 선택한 답이 맞는지 글과 다시 비교 확인합니다.

Vocabulary section for the third example, listing words like '여행사', '여행', '여행객' and their meanings.

예 4 (한국) - 여행

# TWO PONDS EXPORT TITLE LIST

ISBN	Title
9788953946873	PICTORY / Little Miss Muffet
9788953946880	PICTORY / Down by the Station
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9788953946903	PICTORY / A Hunting We Will Go
9788953946910	PICTORY / Itsy Bitsy Spider
9788953946927	PICTORY / I'm a Little Teapot
9788953946934	PICTORY / Five Little Ducks
9788953946941	PICTORY / Wheels on the Bus
9788953946958	PICTORY / Mary Had a Little Lamb
9788953946965	PICTORY / Twinkle Twinkle Little Star
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9788953947009	Fly Phonics 1 SB
9788920150623	Fly Phonics 1 WB
9788953947016	Fly Phonics 2 SB
9788953947054	Fly Phonics 2 WB
9788953947023	Fly Phonics 3 SB
9788953947061	Fly Phonics 3 WB
9788953947030	Fly Phonics 4 SB
9788953947078	Fly Phonics 4 WB
9788953927537	Super Phonics 1 SB
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9788953927551	Super Phonics 2 SB
9788953927568	Super Phonics 2 WB
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9788953927582	Super Phonics 3 WB
9788953927599	Super Phonics 4 SB
9788953927605	Super Phonics 4 WB
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9788953934283	Seoul National University Korean Language 1A SB
9788953934405	Seoul National University Korean Language 1AWB
9788953934290	Seoul National University Korean Language 1B SB
9788953934412	Seoul National University Korean Language 1BWB
9788953934306	Seoul National University Korean Language 2A SB
9788953934429	Seoul National University Korean Language 2AWB
9788953934313	Seoul National University Korean Language 2B SB
9788953934436	Seoul National University Korean Language 2BWB
9788953934320	Seoul National University Korean Language 3A SB
9788953934443	Seoul National University Korean Language 3AWB
9788953934337	Seoul National University Korean Language 3B SB
9788953934450	Seoul National University Korean Language 3BWB
9788953934344	Seoul National University Korean Language 4A SB
9788953934467	Seoul National University Korean Language 4AWB
9788953934351	Seoul National University Korean Language 4B SB
9788953934474	Seoul National University Korean Language 4BWB
9788953934368	Seoul National University Korean Language 5A SB
9788953934481	Seoul National University Korean Language 5AWB
9788953934375	Seoul National University Korean Language 5B SB
9788953934498	Seoul National University Korean Language 5BWB
9788953934382	Seoul National University Korean Language 6A SB
9788953934504	Seoul National University Korean Language 6AWB
9788953934399	Seoul National University Korean Language 6B SB
9788953934511	Seoul National University Korean Language 6BWB
9788953912298	Active Korean 1 SB
9788953932029	Active Korean 1 WB
9788953912335	Active Korean 2 SB
9788953932036	Active Korean 2 WB
9788953912342	Active Korean 3 SB
9788953932043	Active Korean 3 WB
9788953912359	Active Korean 4 SB
9788953932050	Active Korean 4 WB

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