

TWO PONDS



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

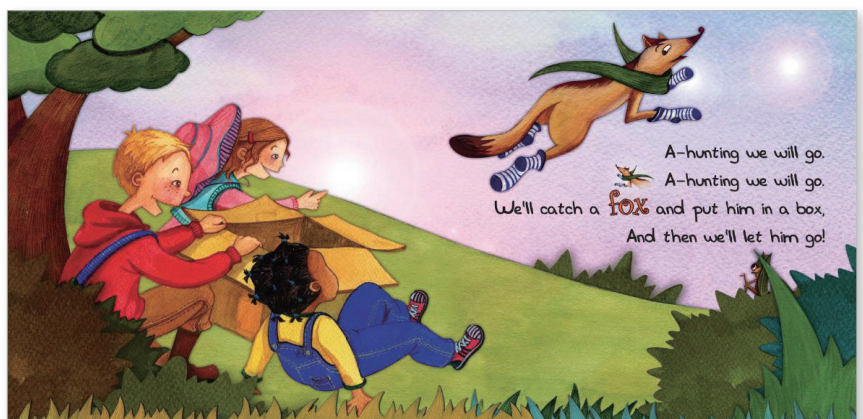
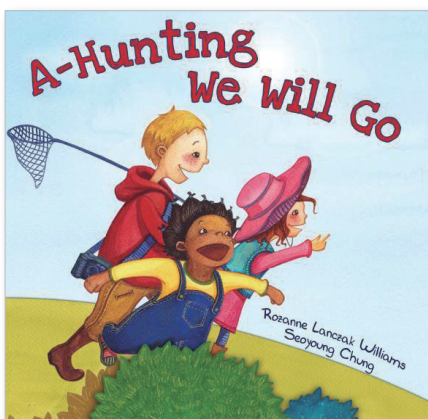
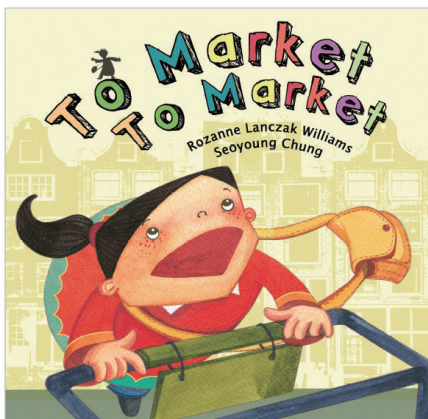
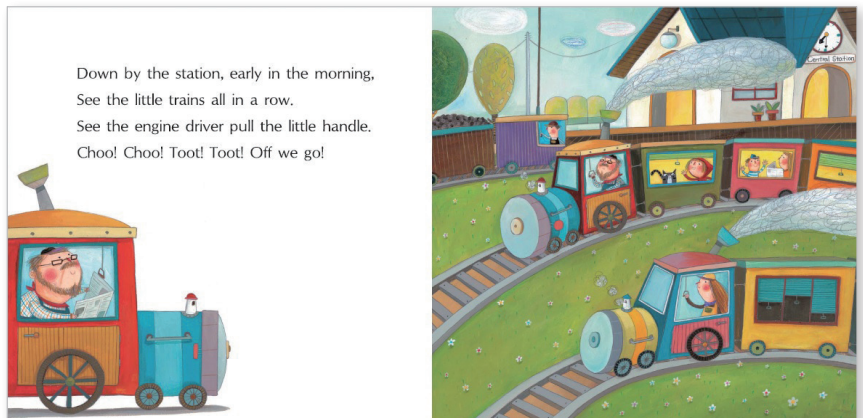
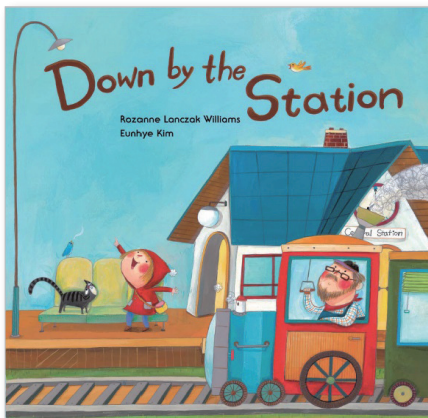
●: Hybrid CD / 🎵: Song, 🎶: Chant

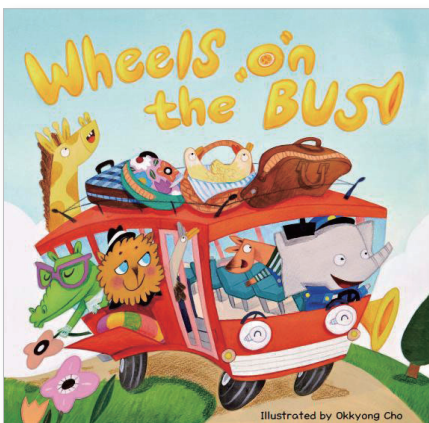
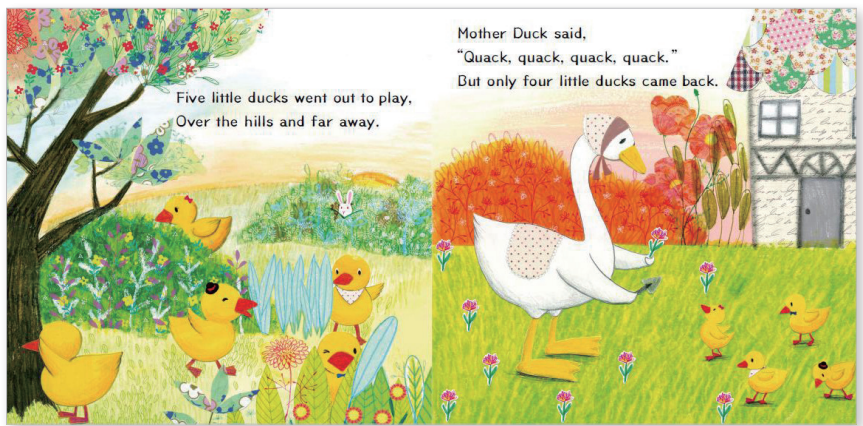
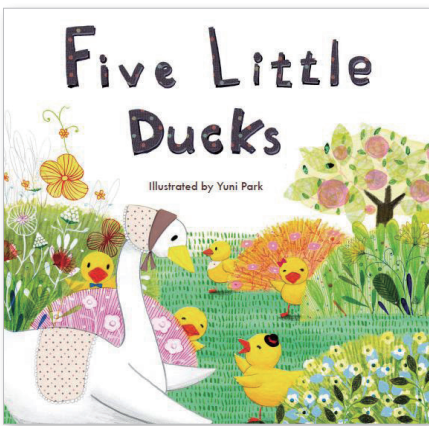
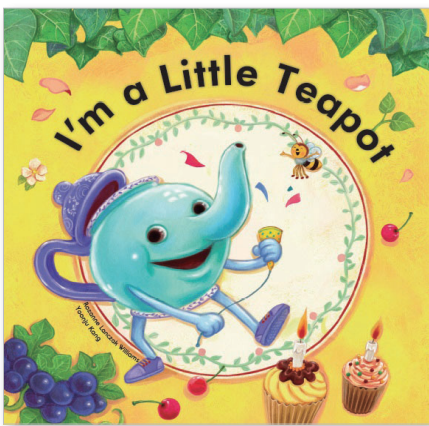
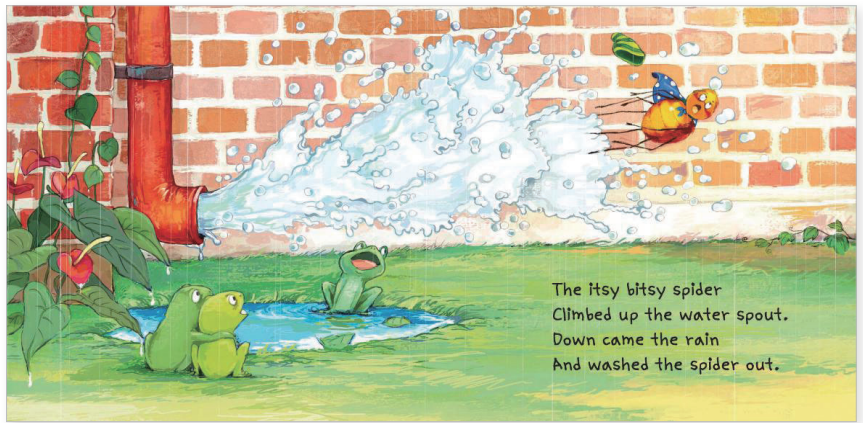
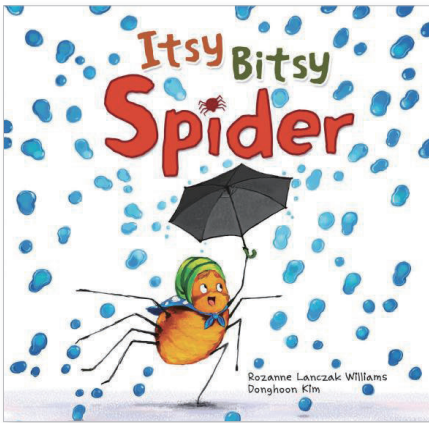
– Writer: **Rozanne Lanczak Williams**

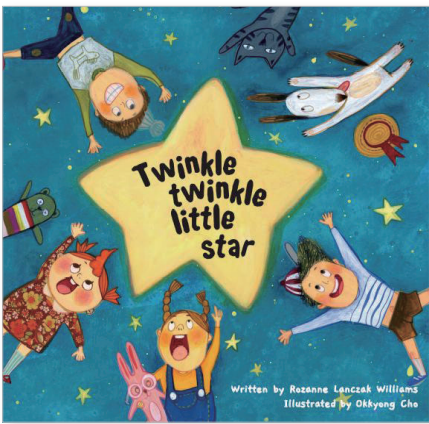
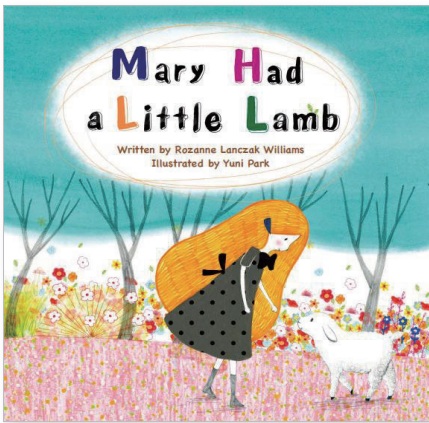
Level	Early Beginner
Components	Picture Book with Audio CD or Hybrid CD
Word Count	100-250 Words

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



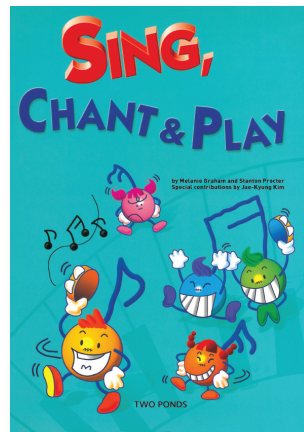




Hybrid CD



Sing, Chant & Play



Level	Early Beginner
Components	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!



10

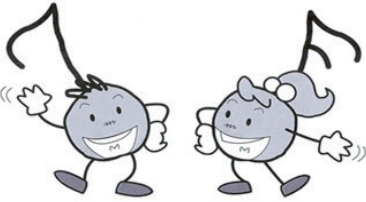
chant

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

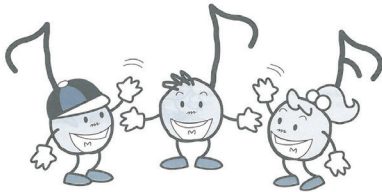
chant

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.
(Move one puppet forward.)




2
Tony, this is Sally.
(Move the other puppet forward.)



3
This is my friend, Sally.
This is my friend, Tony.
(Raise each puppet as you say its name.)



4
Nice to meet you.
Nice to meet you.
Nice to meet you, too!
(Dance puppets toward one another.)



5
Yeah!
(Clap puppets together.)

ACTIVITY **This Is My Friend**

- Students draw five pictures of famous people/characters of their choice. On each picture, students put the number 5 on their favorite person/character on down to 1 for their least favorite.
- Students get into pairs. Each pair gets a bag and combines their pictures in the bag.
- While chanting, partners pass a soft object back and forth. Suddenly say "Stop!" The student holding the soft object pulls a card out of the bag and introduces that character: "He is my friend _____."
- The student receives 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



Level	Beginner
Components	Student Book with Readers, Audio CDs(2) & CD-ROM Workbook
Online Resources	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.

a n → an
p an pan

a t → at
b at bat

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

- hat
- m
- c
- p

-an -at

Match and write.

- man
- hat
- cat
- bat
- pan

Read and circle.

- The cat is on the mat fan
- The pan is on the cat van
- The hat is on the man cat
- The fan is on the van hat

-an -at

Listen and circle.

- man pan cat hat
- van fan mat bat
- cat man hat fan

Read aloud.

-an
pan man fan van can

-at
bat cat hat mat rat

Story

Let's read the story.

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

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

✔ Slight words: the has funny

Unit 2 -am -ap

Listen and repeat.

a m → am
j am jam

a p → ap
c ap cap

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.

- cap map
- tap lap
- jam ham
- dam ram

Listen, circle and write.

-am -ap

- cap
- r
- m
- j

Workbook

UNIT 1 -an -at

Trace and read.

-an

pan man
fan van

-at

bat cat
hat mat

Circle the correct picture.

- an**
- at**
- at**
- an**

Trace and write.

pan man f v
bat cat h m

UNIT 1 -an -at

Circle and write.

- bat
- pan
- cat
- van

Draw and read.

- bat
- van

Write and read.

hat man cat pan mat van fan bat

- The cat is on the mat.
- The pan is on the van.
- The bat is on the man.
- The fan is on the hat.

<Workbook 2>

Readers

STORY 4 Bad Tiger

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

<Readers 1>

STORY 1 Poor Bat

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

<Readers 2>

STORY 5 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>

STORY 3 Smelly Gold

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

My gold!

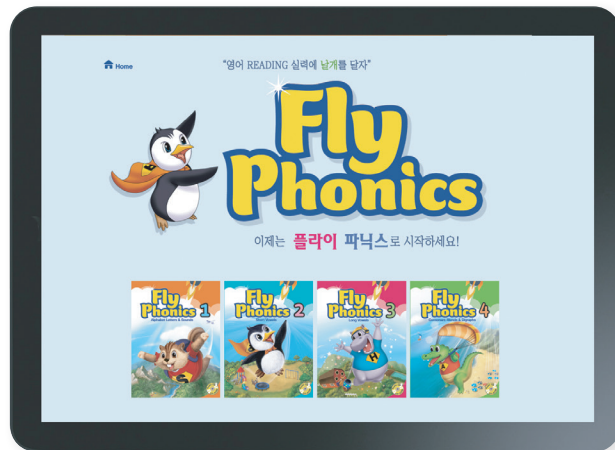
Help! Help! He is smelly.

<Readers 4>

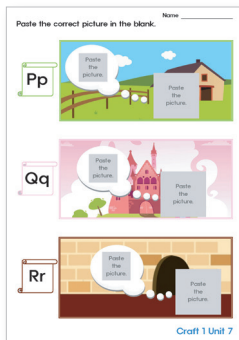
CD-ROM



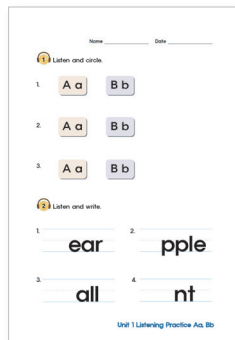
Downloadable Resources



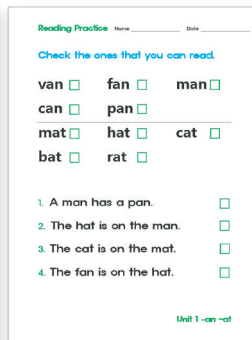
<Unit Activities>



<Craft Activities>



<Listening/Reading/Writing Practice>



Super Phonics



Level	Beginner
Components	Student Book with Hybrid CDs(2) Workbook
Online Resources	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

-an
 f an m an c an

-ag
 b ag t ag w ag

Listen and repeat.

c + at = cat
 f + an = fan
 b + ag = bag

Circle and write the correct word.

1. A cat is on a .
 mat hat man

2. A has a can.
 man fan tag

3. The has a tag.
 wag bag cat

4. A is on the fan.
 can mat hat

Story

Let's read the story and sing along.

Sight words: e, hat, is, in

1. A cat is on a mat.

2. A man has a can.

3. A cat has a bag.

4. A hat is in the bag.

5. A fan has a tag.

6. A hat is on the fan.

7. A fan has a can.

8. A man has a bag.

Practice

Read the word and circle the correct picture.

cat fan bag can mat tag

Use the letters to complete the word for each picture.

c _ _ at
 f _ _ an
 b _ _ ag

Unit 02 Short Vowel 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

Listen and repeat.

s + ad = sad
 c + ap = cap
 j + am = jam

Practice

Listen and circle the correct picture.

1. 2. 3.

Listen and check the correct word.

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

Find and circle the words in the puzzle.

Let's read together!

cat can tag
 mat fan bag
 fat pan nag

Practice

Read the word and circle the correct picture.

dad ram nap mad ham cap

Use the letters to complete the word for each picture.

s _ _ ad
 f _ _ an
 b _ _ ag

Workbook

Unit 01 Short 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.

- at an ag
 tag c h
- an at ag
 f c b
- ag at an
 a g a
- an ag at
 f c b
- ag at an
 a g a
- at an ag
 a g a

Write the words with the same ending sound.

cat man tag fan mat wag hat can bag

Short Vowel a

Circle and write the correct word.

- hat can mat
 mat tag fan
- man mat fan
 fan can tag
- can bag tag
 hat tag cat
- hat tag cat
 fan can tag

Unscramble the word.

- b g a
 a h t
 c n a

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

-at	-an	-ag

<Workbook 2>

Activities

My DEF Book

Aa is for

Cc is for

Ee is for

<Activity 1 My Alphabet Book>

Activity

Look Closely

Connect the same pictures to make a word.

Word Search

Find the words in the puzzle.

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 did not find.

<Activity 2>

Dot to Dot

Connect the dots.

Word Race

Unscramble the words.

gate lane sea eene ames

Word race winner

<Activity 3>

Find Out!

Trace the path and unscramble the words.

plnta edl es ag a plne

Hidden Pictures

bee tree seal peach tea

Find the hidden things.

Find the difference between A and B.

What is it?

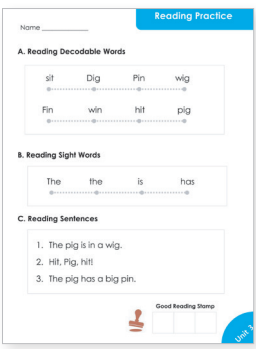
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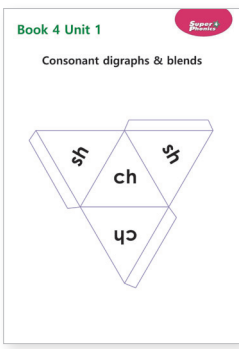
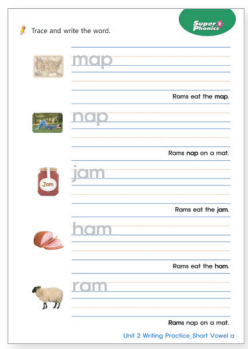
Hybrid CD



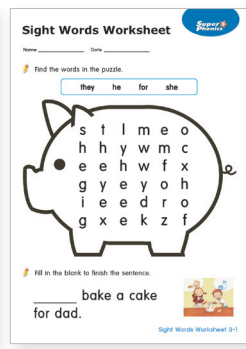
Downloadable Resources



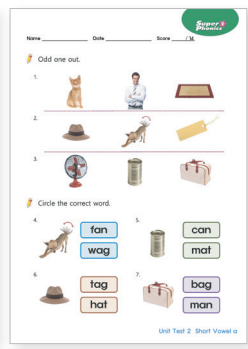
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<Cube Activities>



<Sight Word Worksheets>



<Unit Tests>

Reading Picnic



Level	Low Intermediate
Components	Student Book with Workbook & Audio CD
Word Count	30-80 Words per Unit
Online Resources	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

UNIT 01 Things I Want

Things I want

Guess 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

I want a chocolate cake.
I want a lot of things.
Do you know why?
Today is my birthday!

Circle the correct answers.

- The boy wants a big red (bike / desk).
- The boy wants a (baseball / baseball).
- The boy wants a chocolate (cake / candy).

VOCABULARY

1. Check the correct answers.

1. new old red blue

2. new old red blue

3. new old red blue

4. Complete the words.

1. ch _ c _ la 2. _ bi _ 3. bi _ _ d _

READING CHART

1. Fill in the blanks.

Today is my birthday.
So I want a lot of things.
This is I want?

WORD BANK: bat, bike, cake, baseball

I want a big red _____
I want a _____
I would like a _____
I want a chocolate _____
I can't wait to open my presents!

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

UNIT 02 Color Blending

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.

- If we mix red and yellow paint, we get (gray / orange).
- If we mix red and blue paint, we get (purple / yellow).
- If we mix white and black paint, we get (green / gray).

WORDS TO KNOW

yellow orange green purple white

READING COMPREHENSION

1. 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

4. Circle T for true or F for false.

- White and black paint become gray. T F
- Green and yellow paint become purple. T F
- Red and yellow paint become orange. T F

LANGUAGE SKILLS

1. Match the pictures and sentences.

1. 2. 3.

Here is green paint. Mix them up. Here is gray paint.

VOCABULARY

1. Check the correct answers.

1. gray 2. white
 yellow blue

3. Unscramble the words.

1. 2. 3.

ellwoy → _____ ixm → _____ kobic → _____

READING CHART

1. Fill in the blanks.

Let's learn _____ blending!
Here is red paint, yellow paint, blue paint, white paint, and black paint.

_____ paint and _____ paint _____ paint and _____ paint black paint and _____ paint

Mix them up. Mix them up. Mix them up.
We get _____ We get _____ We get _____

Color blending is really fun!

WORD BANK: gray, white, red, blue, purple, color, orange

<Student Book 1>

Workbook

UNIT 01 Things I Want

Vocabulary

1. Find and circle the words.

- s l w o d b a t k o e p s
- k w p b i r t h d a y m l
- s m d k g b a s e b a l l v
- p r j b i k e l p q i a t

2. Match, trace, and write the words.

- . big
- . blue
- . cake

Handwriting

1. Fill in the blanks.

Word Bank: birthday, want, Do, What

- What do you want?
I _____ a bike.
- _____ you want a chocolate cake?
Yes, I do.
- Why do you want these things?
Today is my _____.
- _____ do you want?
I want a new bat.

2. Trace and write each sentence.

- It is my birthday.
- I want a baseball.
- What do you want for your birthday?
- I would like a new bat.

UNIT 02 Color Blending

Vocabulary

1. Match and write the words.

-
- _____ yellow purple orange white

2. Write the correct words.

Word Bank: green, red, black, mix, gray, blue

-
-

Handwriting

1. Fill in the blanks and trace the words.

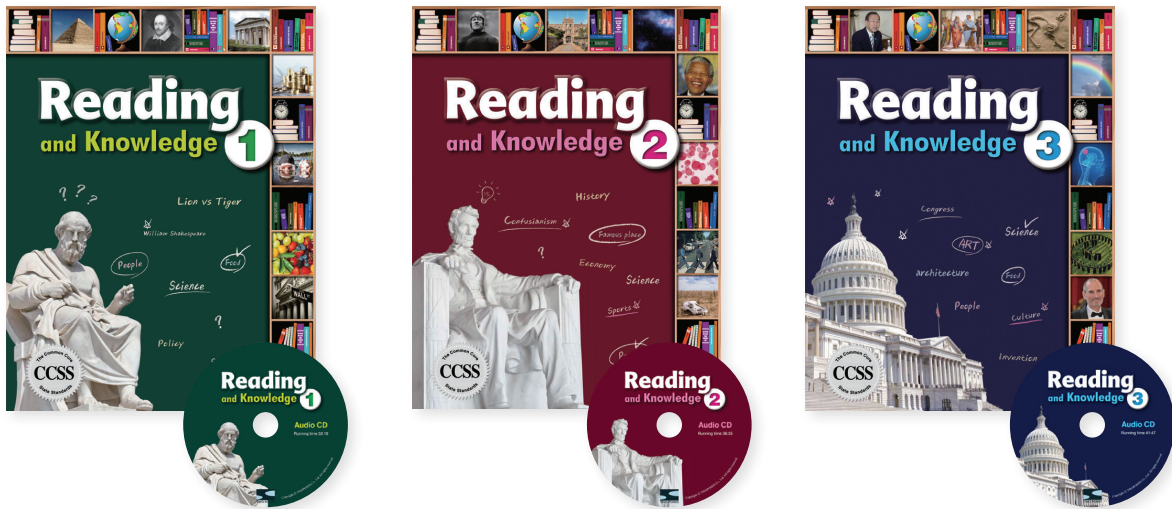
- Mix _____ paint and yellow paint. We get orange.
- Mix _____ paint and red paint. We get purple.
- Mix _____ paint and black paint. We get gray.

2. Make correct sentences.

- two / if / mix / I / colors / What
- and / blue paint / Here is / red paint
- get / gray / We
- them / up / Mix

<Workbook 1>

Reading and Knowledge



Level	Intermediate
Components	Student Book with Audio CD
Word Count	180-260 Words per Unit
Online Resources	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?
- Can you name any of the planets in our solar system?
- What do you think the planets are made of?

Did You Know?

1. The planet Jupiter is over 3000 times bigger than Earth.
2. It takes about 88 days for the planet Mercury to orbit the Sun.
3. There is a volcano on Mars that is 3 times bigger than Mount Everest.
4. It takes 330 minutes for the light of the Sun to reach Earth.

Vocabulary to Know

planet a large object in space that orbits a star


explode to violently break into many pieces from high heat or pressure

energy usable power

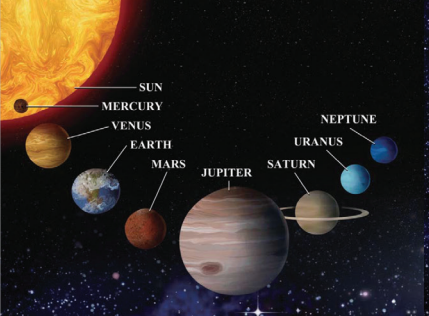
orbit to circle around another object

similar looking or feeling the same without being exactly the same

hydrogen an abundant element commonly known as a very light gas that burns easily



Unit 3 23



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 million 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.

24 Reading and Knowledge 2 Unit 3 25

Reading Comprehension

Circle the correct answers.

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

Check T for true and F for false.

1. The planet Venus is mostly made of rock and metal. T F
2. The moon is the main source of light and heat in the solar system.
3. Jupiter is known as one of the ice giants.
4. The Sun is 109 times bigger in diameter than the Earth.

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	Jupiter	Neptune	Uranus
Venus	Saturn	Mars	Mercury

Ice Giants

Gas Giants

Inner Planets

26 Reading and Knowledge 2 Unit 3 27

Review

Summary Writing

Fill in the blanks.

sun possible energy Neptune metal system

Our solar _____ is made up of the sun, eight planets, many moons, and other small objects. The largest object is the _____. It is the major 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 mainly 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 mainly made of water and ice.

Vocabulary Review

Fill in the blanks.

planet massive energy orbit similar hydrogen

1. It takes the Earth one year to _____ the Sun.
2. Water is made up of two elements, _____ and oxygen.
3. Mercury is the closest _____ to the Sun.
4. Electrical _____ is used to power things like the TV.
5. David looked like an art when he was standing next to the _____ pyramid.
6. 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 this unit'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.

1. give If Sam could make that pig fly, I _____ him a million dollars.
2. do Catherine _____ only _____ if she were a real princess.
3. go How many times _____ you _____ to the moon?

Critical Thinking

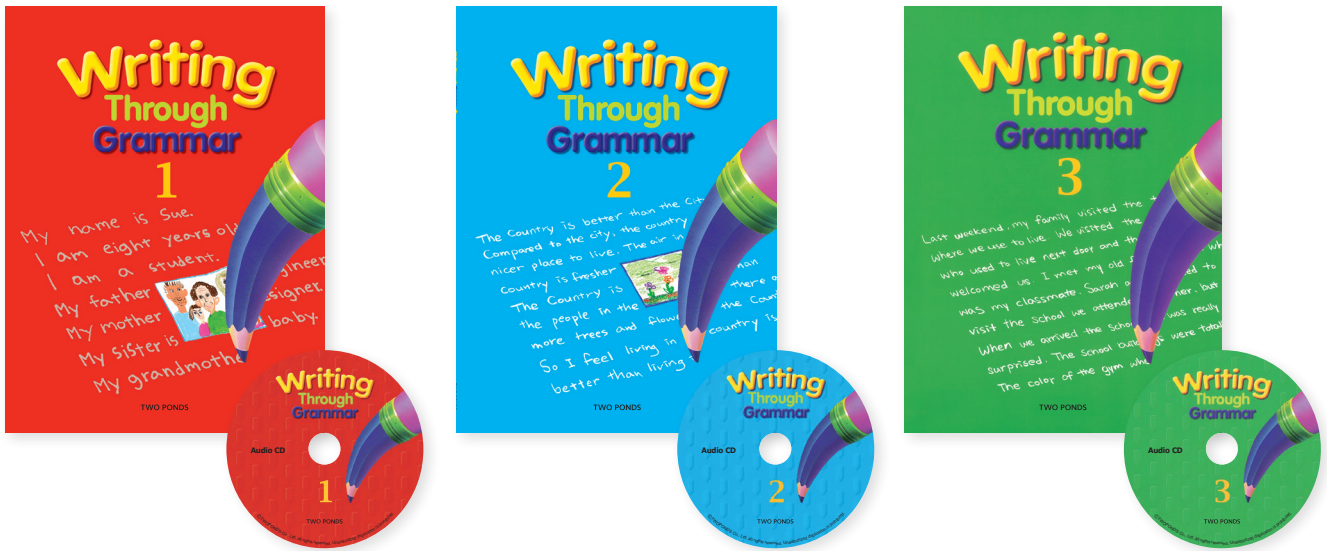
Read the passage below and answer each question.

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 researches 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 needs to do 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.

28 Reading and Knowledge 2 Unit 3 29

Writing Through Grammar



Level	Low Intermediate
Components	Student Book with Audio CD
Online Resources	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.

Vocabulary

Wh- Words	Be Verbs	Nouns		Others
what	am	name	girl	my
how	are	student	boy	your
who	is	teacher	friend	old
		years	classmate	

Writing Through Grammar UNIT 1
Grammar Point

Be Verb Agreement

Subject	Be	Subject	Be
I	am	You	are
He (John)	is	We	are
She	is	They	are
It	is		

Fill in the blanks.

- I am a student.
- You are a girl.
- She is a teacher.
- It is a cat.
- We are boys.
- He is Jason.
- They are dogs.
- Jane and Alex are friends.

Writing Through Grammar UNIT 1
Grammar Point

Wh- 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. = Yes, I am.
Are you a teacher?	No, I am not a teacher. = No, I'm not.

Fill in the blanks.

- What is your name?
My name is Emily.
- How old are you?
I am eight years old.
- Who is his name?
His name is Danny.
- How old is he?
He is nine years old.
- Are you a student?
Yes, I am a student.
- Is your brother?
How old is your brother?
He is six years old.

Writing Through Grammar UNIT 1
Grammar Point

Who is he?
Is he your brother?
How old is he?
Is he a student?

He is Tony.
No, he isn't.
He is eight years old.
Yes, he is.

Wh- Questions

Questions	Answers
Who is he?	He is Tony.
How old is he?	He is eight years old.

Yes/No Questions

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

Answer the questions.

- Is she a teacher?
Yes, she is a teacher.
= Yes, she is.
- Is Emily a boy?
No, _____
= No, _____.
- Is he your classmate?
Yes, _____
= Yes, _____.

Answer the questions.

- What is your name?
My name is Emily.
- How old are you?
I am _____.
- Are you a student?
Yes, _____.
- Who is he?
He is _____.
- How old is he?
He is _____.

Let's Write
Write the questions.

- _____?
My name is Emily.
- _____?
I am eight years old.
- _____?
No, I am not a teacher.
- _____?
She is Ms. Brown.
- _____?
She is thirty-five years old.
- _____?
Yes, she is a teacher.

Unit 2
About Me

Hi, my name is Emily.
I am eight years old.
I am tall.
I have blond hair.
I go to school in J.A.
I am a good student.

Vocabulary

Colors	Adjectives	Others
blond	good	cute
green	happy	young
black	sad	old
brown	angry	strong
blue	tall	weak
	short	big
	pretty	small
	handsome	smart
		have hair eyes

Writing Through Grammar UNIT 2
Grammar Point

Subject + Be + Adjective

Subject	Be	Adjective
I	am	strong tall short
You	are	weak young old
We	are	cute happy sad
They	are	good pretty handsome
He	is	
She	is	
It	is	

Fill in the blanks.

- I am happy.
- He is _____.
- You are _____.
- I am _____.
- She is _____.
- He is _____.
- We are _____.
- They are _____.
- She is _____.
- He is _____.

Writing Through Grammar UNIT 2
Grammar Point

Subject + Be + (Article) + Adjective + Noun

Subject	Be	Article	Adjective	Noun
I	am	a	pretty	girl.
You	are	a	good	teacher.
We	are	X	strong	men.
They	are	X	small	cats.
He	is	a	smart	boy.
She	is	a	cute	girl.
It	is	an	old	dog.

Fill in the blanks.

- I am smart.
⇒ I am a smart boy.
- We are happy.
⇒ We are a happy family.
- They are old.
⇒ They are old shoes.
- It is cute.
⇒ It is a cute cat.
- You are good.
⇒ You are good students.

Writing Through Grammar UNIT 2
Grammar Point

Yes/No Questions

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

Follow the examples and fill in the blanks.

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

Fill in the blanks with adjectives.

- I have blond hair.
- She has big eyes.
- He is strong.
- You have short hair.
- Jenny is young.
- They have small eyes.
- The cat is cute.
- He has a big bag.
- Jane and Tim are smart.
- You have a small doll.

Let's Write
Write about yourself.

About Me

Hi, my name is _____.

I am _____ years old.

I have _____ hair.

I go to school in _____.

I am a _____ student.

Grammar Hit Starter



Level	Low Intermediate
Components	Student Book with Workbook
Online Resources	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

UNIT 03 Plural Nouns

LET'S STUDY

-s	ball → balls	car → cars
	frog → frogs	sock → socks
-es	bus → buses	dish → dishes
	peach → peaches	box → boxes

1 Noun + s

a book → three books an orange → five oranges
 a ball → two balls an ant → four ants

2 Noun (-s, -sh, -ch, -x) + -es

a glass → four glasses a brush → five brushes
 a bench → two benches a fox → three foxes

3 Match the words to the correct forms.

1. tree → -s
 2. box → -es
 3. dish → -es
 4. peach → -s
 5. doll → -s
 6. dress → -es

4 Circle the correct forms.

1. sock (socks) / socks 2. fox (foxes) / foxs
 3. ant (ants) / antes 4. brush (brushs) / brushes
 5. class (classs) / classes 6. house (houses) / houses
 7. egg (eggs) / egges 8. bench (benchs) / benches

UNIT 04 Pronouns

LET'S STUDY

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

1 Person

I → me you → you you and Tom → you

Sam → he Lucy → she Sam and Lucy → they

2 Animal, Place, Thing

a dog → it a school → it a bag → it
 four dogs → they two schools → they three bags → they

3 Circle the correct words.

1. Jane is a student. → It / She / We
 2. She is a girl. → It / We
 3. You are my friends. → They / He
 4. They are teachers. → We / He
 5. He is a boy. → She / They
 6. She is a girl. → It / They

4 Change the underlined parts to pronouns.

1. Jane is a student. → It
 2. The elephant is big. → It
 3. Tom and I are friends. → They
 4. The houses are white. → They
 5. You and Kate are singers. → They
 6. Tom and Sam are brothers. → They

5 Change to plural forms.

1. orange → oranges 2. bus → buses
 3. dish → dishes 4. box → boxes
 5. melon → melons 6. watch → watches

6 Write the words in the correct places.

bag bench car fox hat
 pen glass

7 Circle each item and complete the sentences.

1. I see six sandwiches. 2. I see seven _____
 3. I see three _____ 4. I see four _____
 5. I see two _____ 6. I see five _____

8 Fill in the blanks.

1. a box → two _____ 2. a bus → two _____
 3. an apple → two _____ 4. a dish → two _____
 5. an igloo → two _____ 6. a watch → two _____

9 Complete the sentences using pronouns.

1. They are ducks. 2. _____ is a nurse.
 3. _____ is a police officer. 4. _____ are a cook.
 5. _____ is an igloo. 6. _____ are boys.

10 Match and complete the sentences.

1. _____ are twins.
 2. I _____ am a vet.
 3. _____ is a dancer.
 4. _____ is a rabbit.

11 Complete the sentences.

a student a bird singers nurses a vet cooks

1. He is a student. 2. _____ are _____
 3. _____ is _____ 4. _____ are _____
 5. _____ are _____ 6. _____ is _____

12 Fill in the blanks.

1. James is a cook. → _____ is a cook.
 2. The rabbits are small. → _____ are small.
 3. You and Lucy are teachers. → _____ are teachers.
 4. The school is big. → _____ is big.
 5. Jane is a singer. → _____ is a singer.

<Student Book 1>

Workbook

UNIT 03 Plural Nouns

1 Write plural forms using two.

1. glass → two glasses 2. orange → two oranges
 3. peach → two peaches 4. ball → two balls
 5. ant → two ants 6. school → two schools

2 Circle the correct forms.

1. books / bookes 2. watches / watches
 3. dolls / dolls 4. buses / buss

3 Change to plural forms.

1. house → houses 2. dish → _____
 3. bench → _____ 4. cow → _____
 5. box → _____ 6. girl → _____
 7. brush → _____ 8. dress → _____

4 Complete the sentences.

1. I see a pen. → I see two _____
 2. I see a fox. → I see three _____
 3. I see a crayon. → I see four _____
 4. I see a brush. → I see five _____
 5. I see a sandwich. → I see six _____

UNIT 04 Pronouns

1 Write the correct pronouns.

1. _____ they 2. _____
 3. _____ 4. _____
 5. _____ 6. _____

2 Complete the sentences using pronouns.

1. I _____ am a teacher. _____ is a boy.
 3. _____ is a book. 4. _____ are friends.
 5. _____ are monkeys. _____ is a student.

3 Change the sentences using pronouns.

1. John is a police officer. → He is a police officer.
 2. The bags are blue. → _____ are blue.
 3. The tree is tall. → _____ is tall.
 4. Lucy is happy. → _____ is happy.
 5. Tom and I are singers. → _____ are singers.

<Workbook 1>

Grammar Hit



Level	Low Intermediate
Components	Student Book with Workbook & Portfolio
Online Resources	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

01 Sentences

LESSON 1

A sentence has a complete idea.
A sentence starts with a capital letter and ends with an ending mark.

Kind of Sentence	Example
Statement	Sandy is my friend.
Question	Where do you go to school?
Command	Read your books.
Exclamation	We jump.

4 Check the sentences.

1. a white dog. It is a white dog.
2. Bob is a little boy. Bob is little.
3. They play soccer. They play soccer.
4. The door is blue. The door is.
5. with blocks. We play with blocks.
6. They are sad. They are sad.

5 Circle the correct forms.

1. (this / these) is my cat. this these
2. John runs (fast / fast).
3. (He / She) is tall. He She
4. It (Sneez / sneezes).
5. (The / They) kid comes here. The They
6. Carlo goes (home / home).

LESSON 2

There are four kinds of sentences.
Each kind needs a different ending mark.

Kind	Example
Statement: tells something	Mom loves me.
Question: asks something	Is it a cat?
Command: gives order or request	Catch the ball.
Exclamation: shows strong feeling	Oh, that's a great idea!

4 Match each sentence to what kind it is.

1. Is she your sister? Statement
2. I live in New York. Question
3. Close the door. Command
4. Wow, it's so nice! Exclamation
5. Do you have a pen? Question
6. What do you like? Question

5 Circle the correct ending marks.

1. An ant comes out (.) / ! / ?
2. Wow, it's so cold (.) / ! / ?
3. Help me, please (.) / ! / ?
4. Do you want my help (.) / ! / ?
5. Oh, I'm so hungry (.) / ! / ?

PRACTICE

4 Circle the correct forms and write the correct ending marks.

1. (Open / open) your eyes.
2. (Is / is) this your bag?
3. (The / the) horse jumps high.
4. (Who / who) is your teacher?
5. (Oh / Oh,) that's too bad!

Ending Mark	Period	Question mark	Exclamation mark
Period	.	?	!
Question mark	?	.	!
Exclamation mark	!	?	.

5 Correct the errors on Owen's writing test.

WRITING TEST Name: Owen Date: May 2, 2022

Write a sentence of each kind.

1. Statement: the boys play soccer? → The boys play soccer.
2. Question: do you like games? → You like games.
3. Command: wash your hands. → Wash your hands.
4. Exclamation: I am so happy? → I am so happy!

6 Write the correct ending marks and circle what each sentence is.

1. Can I eat the cake? Statement Question Command Exclamation
2. Turn on the TV. Statement Question Command Exclamation
3. Liz is my sister. Statement Question Command Exclamation
4. Wow, it's cute. Statement Question Command Exclamation
5. We drink milk. Statement Question Command Exclamation

LINK TO WRITING

Complete the notice using the word box.

Notice

Back to School

It is time to go back to school. Are you ready? Everything is the same, but one thing has changed. Remember! School now starts at 8:50. NOT 9:00! Be at school by 8:30. NOT 8:40! I hope to see you all tomorrow.

Wrap-Up Complete the dialogue using ending marks.

A: Oh, you're so dirty. Go wash up.

B: Can I eat first? I'm hungry.

<Student Book 1>

Workbook

Unit 01 Sentences

GRAMMAR SUMMARY

Correct the errors and complete the table.

do you have a dog	Statement	She goes to bed at 9.
what the game is fun	Question	
take off your shoes	Command	
she goes to bed at 9	Exclamation	

4 Check the sentences.

1. Mary
2. He is my brother.
3. We have a good teacher.
4. She and I
5. Is tall and big
6. There are many students.
7. They are small.
8. a brown bear

5 Match each sentence to what kind it is.

1. Are you happy? Statement
2. The man is a farmer. Question
3. Turn on the light. Command
4. Oh, it's really good! Exclamation
5. Does she work? Question
6. Come faster early. Exclamation

6 Match to complete the sentences.

1. Mike a. It's so great!
2. What b. It's a cat!
3. Where c. your eyes.
4. Do you d. a shirt.
5. Open e. like it?

7 Make sentences using ending marks.

1. are busy / The workers → The workers are busy.
2. is a soccer player / is the → _____
3. (Wish) / is very funny → _____
4. (like music) / do they → _____
5. this box / Mine → _____
6. is pretty / Beth → _____

TEST

Correct the underlined parts.

1. this is my school. _____
2. Oh, it's so cold here! _____
3. Do you have a brother? _____
4. Are they teacher? _____
5. am late? _____

Unit 04 Pronouns & The Verb Be

GRAMMAR SUMMARY

Complete the table.

Pronoun	Singular	Plural
I	am	am
He	is	is
She	is	is
It	is	is
They	are	are

4 Circle the pronouns that replace the nouns.

1. Mike (they) is 2. mouse (he) they it
3. Mike and I (they) we he 4. table (it) he they
5. Jane (it) she (she) 6. babies (he) they you
7. my classmates (he) she they 8. Sally and you (we) we they

5 Complete the sentences using am, is, or are.

1. The backpack is on your desk.
2. The girl is from China.
3. Dan and Eric are at home now.
4. It is a good cat.
5. My name is Nick Brown. I am a teacher.

6 Complete the table.

Long Form	Short Form	Long Form	Short Form
He is	He's	We are	We're
It is	It's	She is	She's

7 Complete the sentences using pronouns or the verb be.

Hector is Jane and he is Peter. He is my brother.

I am 12 and he is 15.

We are from England. Our house is on Grand Street.

It is pretty. We love our house.

TEST

Correct the underlined parts.

1. Jim and Wendy is good painters. _____
2. Give me the books. it mine. _____
3. Cindy is dog are black and white. _____
4. Mr. Jones is our teacher. she is kind. _____
5. I have a cat. They are cute. _____

<Workbook 1>

Portfolio

Unit 01 Sentences

You are the principal of your school. Complete the notice using the word box.

Notice

Back to School!

It's time to go back to school. Are you ready? We miss you so much! BUT one thing has changed. Don't forget! School now starts at 8:50. NOT 9:00! Be at school by 8:30. NOT 8:40! I hope to see you all tomorrow.

happy? school. must! forget.

Unit 02 Nouns: Common and Proper

Complete your profile using common or proper nouns.

Profile

Name: _____
 Job: _____
 School: Elementary School
 City, Country: _____
 Birthday: _____
 Hobbies: _____

Hi _____
 I am _____
 I am _____
 I live in _____
 My birthday is on _____
 I like _____
 I want to make a lot of friends here.
 Please know me a message.

Unit 03 Nouns: Singular and Plural

Today is your birthday. In each word box, check four items you want to see or buy. Then complete the story using those items.

Today is my birthday. I go to the shopping mall with my mom. My mom wants to buy a birthday present for me.

I see _____ and _____ I also see _____ and _____

I like the _____ so my mom buys it for me for my birthday.

My mom and I also visit the market. We buy _____ and _____

I am really happy! I have all I want!

<Portfolio 1>

Grammar Picnic



Level	Low Intermediate
Components	Student Book with Workbook & CD-ROM
Online Resources	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

UNIT 01 Nouns
boy / book / dog / park

Person	Thing	Animal	Place
boy	book	dog	park
girl	pencil	cat	zoo
father	tree	lion	school
mother	hat	monkey	airport
	bag	beaver	bank

WARM-UP

1. Circle the correct answers.

- Person:
- Thing:
- Animal:
- Place:

PRACTICE

1. Write the correct nouns.

Person: 1. boy 2. girl 3. father 4. mother

Thing: 5. tree 6. pen 7. book 8. hat

Animal: 9. dog 10. cat 11. lion 12. monkey

Place: 13. park 14. zoo 15. school 16. airport

2. Write the correct nouns.

Person	Thing	Animal	Place
king	cat	king	teacher
king	cat	king	teacher

3. Match and write the correct nouns.

Person	Thing	Animal	Place
hat	girl	playground	boy
girl	boy	tree	dog
airport	boy	dog	boy
monkey	boy	boy	boy

WRAP-UP

1. Complete the comic strip.

Tree Park Cat Father

2. Circle and write the nouns.

b	k	g	i	l
x	b	o	y	i
a	o	p	f	o
p	e	n	s	n
l	z	o	o	u

- boy
- dog
- pen
- hat

<Student Book 1>

Workbook

UNIT 01 Nouns
boy / book / dog / park

Person	Thing	Animal	Place
boy	book	dog	park
girl	pencil	cat	zoo

1. Circle the correct answers.

- tree (thing / person)
- father (person / place)
- zoo (place / thing)
- book (person / thing)
- cat (place / animal)
- mother (animal / person)

2. Circle and write the correct nouns.

Person	boy	tree	park	boy
Thing	dog	hat	father	
Animal	zoo	cat	book	
Place	girl	dog	school	
Thing	monkey	teacher	pen	
Person	tree	mother	zoo	

3. Write the correct nouns.

Person	mother	boy
Thing	tree	book
Place	hat	lion
Animal	lion	school

4. Write the correct nouns.

Person	mother	cat	bank	pencil	monkey	father	zoo
Person	mother						
Thing							
Animal							
Place							

UNIT 02 A & An
a desk / a crayon / an apple / an egg

A + Consonant Sound	An + Vowel Sound
a	an

1. Write a or an.

- boy
- queen
- igloo
- crayon
- egg
- apple
- astrich
- girl
- umpire
- king

2. Write the correct nouns.

a	an
ant	astrich
pencil	igloo
egg	crayon
fish	fish

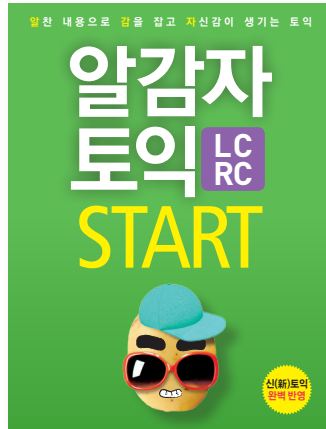
<Workbook 1>

CD-ROM

The CD-ROM interface features a colorful game menu with a 'HOME' button and navigation options: LESSON, PRACTICE, SCORE TEST, VOCABULARY, and GAME. A 'PRACTICE' screen shows a question: 'Click the correct answer.' with a picture of a dog and two options: 'Person' and 'Animal'. The score is 1/10.

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Algamja TOEIC® Start

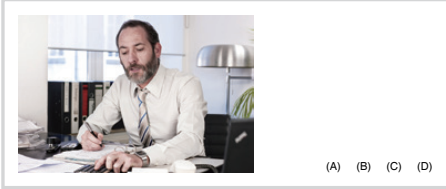


Level	Beginner~High Beginner
Components	Student Book with MP3 CD

- 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 오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.

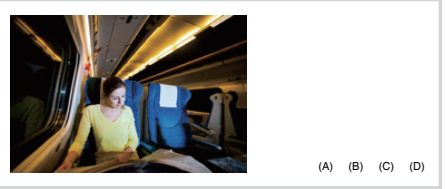


in front of 앞에서 counter (상자에 따라 계산대, 접수대, 조립대) calculator 계산기 staple (문서 등을) 스테이플러로 고정하다 document 문서

- (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 오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.



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 안에서(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 문제에 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 that 앞의 동사는: (should + 동사원형) 또는 동사원형(주로 be) 형태) fountain 분수대 be completed 완료하다 construct 건설하다, 공사하다 construction 건설, 공사

The city manager requested that the (C) construction (of the fountain) be completed by the Spring Flower Festival.

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

입력문법 명사의 주요 역할과 위치

- 명사는 문장의 주어, 목적어, 보어 자리에서 쓴다. 명사는 문장에서 주어, 목적어, 보어 역할을 할 수 있기 때문에 위치하는 자리 또한 당연히 주어, 목적어(타동사의 목적어 또는 관사(이)의 목적어, 보어 자리)이다.

The construction of the fountain is completed by the Spring Flower Festival.
주어 동사 보어

He has granted approval of the purchase of three new printing machines.
타동사 목적어

It will be an advantage for the company.
주어 동사 보어

- 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 자리이다.

▶ 명사의 위치 정리

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

Example 2 다음 문제에 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.

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

입력문법 셀 수 있는 명사와 셀 수 없는 명사

- 명사는 크게 셀 수 있는 명사와 셀 수 없는 명사로 나뉘다. 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 (a laptop / a laptop / laptops).
I need (information / an information / informations) on it.

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

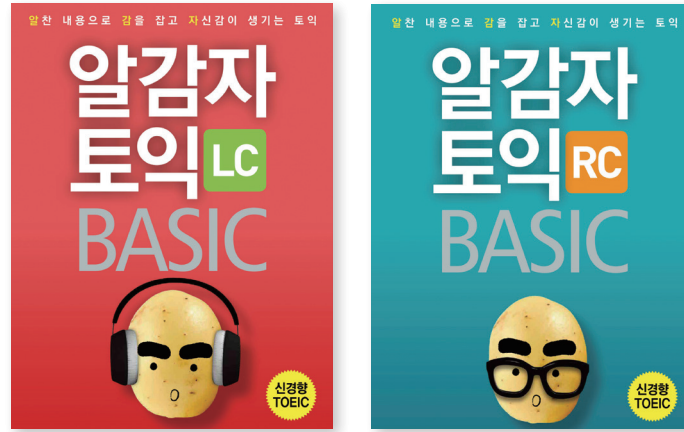
• many (수가 많은)	• a few (적은)	• few (거의 없는)	+ 셀 수 있는 명사(복수명사)
• much (양이 많은)	• a little (적은)	• little (거의 없는)	+ 셀 수 없는 명사
• a lot of = lots of (수 또는 양이 많은)			+ 셀 수 있는 명사, 셀 수 없는 명사

I have many (money / coin / coins) in my pocket.

PART 1
PART 2
PART 3
PART 4
PART 5
PART 6
PART 7

PART 1
PART 2
PART 3
PART 4
PART 5
PART 6
PART 7

Algamja TOEIC® Basic



Level	High Beginner~Low Intermediate	
Components	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 사진을 보고 4개의 보기를 들은 후 사진을 가장 잘 묘사한 보기를 선택해야 합니다. 새로운 보기는 1번부터 6번까지 총 6문제가 출제되죠.

▶ 문제를 풀 때



- POINT 1** 보기가 나오기 전에 **재빨리 사진을 파악하라!**
제시된 사진을 보며 등장인물의 자립세 및 행동, 주변 사물 및 배경의 특징을 오디오에서 보기가 나오기 전에 재빨리 파악해 두세요. Part 1 Direction이 나오는 시간과 문제와 문제 사이에 잠깐씩 주어진다는 특성을 살려 활용하면 됩니다.
- POINT 2** 사진에 등장하지 않는 단어가 들어간 보기는 바로 탈락!
사진에 등장하지 않는 동격이나 사물을 나타내는 단어가 하나라도 들리면 그 보기는 당연히 오답이겠죠?
- POINT 3** 주관적인 생각이 반영된 부사나 형용사가 들어간 보기는 답이 될 수 없다!
예를 들어 She is working slowly (여자가 일을 천천히 하고 있다) 같은 보기는 오답이죠. 일을 천천히 하는지 빨리 하는지는 사진으로 판단이 불가능하니까요. 사진상으로 확인할 수 있는 내용만 답이 될 수 있다는 점 명심하세요.


▶ 평소 공부할 때


Part 1에 빈출하는 사진 유형을 중심으로 '빈출 표현'을 익히는 데 주력하세요!
 1. 사람의 신체나 행동을 묘사하는 동사lean against, bend over, board 등이나, 일상생활에서 흔히 접할 수 있는 사물 명사 (apron, stroller, railing 등)를 알아 두세요. 특히 통사 표현은 Part 1 빈출 문장을 통해 읽고 귀에 베도록 익혀 두세요.
 2. 유사 발음 함칭에 work vs. walk 및 형태가 같으나 의미가 다른 단어를 이용한 함칭에 book 예약하다 vs. book 책 예매한 표현을 익히는 과정에서 자연스럽게 습득할 수 있습니다.

듣기기문제

P1_01.mp3

오디오를 듣고 사진을 가장 잘 묘사한 보기에 체크하세요.

- 

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

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

▶▶▶ 정답 및 해설 p.002

014 • 알감자 토EIC BASIC LC

Part 1 • 알짜 포인트 • 015

<Algamja TOEIC® Basic LC>

2. 후버트는 지난 달 요금을 얼마나 미납했는가?

(A) 193.73파운드
(B) 396.76파운드
(C) 250.34파운드
(D) 584.98파운드

해설 >>

Outstanding Balance는 미납금 계정을 의미합니다. 미납 요금을 의미하는 용어로, 이 계정의 금액이 584.98입니다. 단위는 파운드 (£)라고 명시되어 있으므로 아직 내지 않은 금액은 584.98파운드입니다.

MISSION 3 >

3. 후버트는 배달 최소한 얼마를 내야 할까?

(A) 193.73파운드
(B) 396.76파운드
(C) 250.34파운드
(D) 584.98파운드

해설 >>

전기를 전혀 사용하지 않아도 매달 얼마를 내야 하는지 물어보는 질문입니다. Fixed Charges는 전기를 쓰든 쓰지 않든 어떤 기본적으로 내야 되는 요금, 즉 '기본요금'을 의미합니다. Fixed Charges 항목에 250.34라고 명시되어 있으므로.

1. 청구서나 송장과 같은 양식은 본체의 관련 있는 항목을 재빨리 파악하는 것이 관건입니다.

빈출 표현 송장 및 청구서

▶ 송장 및 청구서에 자주 등장하는 질문 유형

01 What is this invoice for?	무엇에 대한 송장인가?	<input type="checkbox"/>
02 What is true about the invoice?	이 송장에서 사실은 무엇인가?	<input type="checkbox"/>
03 What is probably Turner Hidy's job?	터너 하이디의 직업은 무엇일까?	<input type="checkbox"/>
04 How much were the parts?	부품의 가격은 얼마였는가?	<input type="checkbox"/>
05 How much of a tip did Ms Andoli give?	안돌리 씨는 팁을 얼마나 주었는가?	<input type="checkbox"/>
06 How much money does Hubert owe from last month?	후버트는 지난 달 요금을 얼마나 미납했는가?	<input type="checkbox"/>
07 How many people ate at the restaurant?	이 식당에서 몇 명이 식사를 했는가?	<input type="checkbox"/>
08 How many hours of labor were required?	자동차 정비에 몇 시간이나 걸렸는가?	<input type="checkbox"/>

▶▶▶ 이 밖에 송장 및 청구서에 출현해 따라 세부 사항을 묻는 문제가 다양하게 출제됩니다.

▶ 송장 및 청구서에 자주 등장하는 표현들

01 invoice	송장, 청구서	<input type="checkbox"/>
02 bill / utility bill	계산서, 청구서 / 공공요금 청구서	<input type="checkbox"/>
03 item / (item) description / details	품목 / (품목) 내역 / 세부 내역	<input type="checkbox"/>
04 QTY	수량 (quantity)의 약자	<input type="checkbox"/>
05 outstanding balance	미납금	<input type="checkbox"/>
06 price / amount / subtotal / total	가격 / 합계 / 소합계 / 총합계	<input type="checkbox"/>
07 gratuity / tip	팁, 봉사료, 팁	<input type="checkbox"/>
08 All prices include taxes.	가격에는 모두 세금이 포함되어 있음.	<input type="checkbox"/>

알감자 핵심 공략 포인트! 송장 및 청구서

- 문제를 먼저 파악할 것!
- 무엇에 대한 송장인지를 묻는 문제는 품목을 나타내는 항목부터 체크할 것!
- 세부 사항을 묻는 문제는 질문의 핵심어와 관련 있는 항목을 체크할 것!

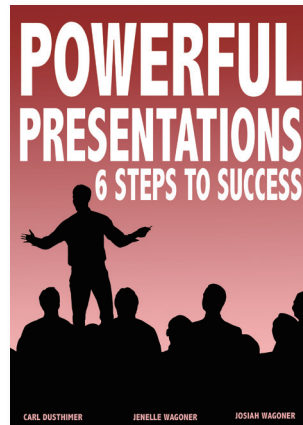
Unit 05 • 송장 및 청구서 • 057

056 • 알감자 토EIC BASIC RC

Unit 05 • 송장 및 청구서 • 057

<Algamja TOEIC® Basic RC>

Powerful Presentations: 6 Steps to Success



Level	Intermediate
Components	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

어휘 Vocabulary

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

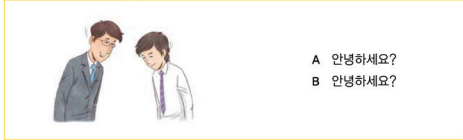


2. 빈칸에 알맞은 단어를 쓰세요.
Write the word under the correct picture.

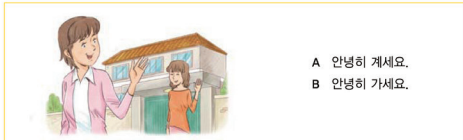


문법과 표현 1 Grammar and Expression 1

1. 인사말 Track 10



예 • 만나서 반가워요. - 만나서 반가워요.
• 반가워요. - 만나서 반가워요.



예 • 안녕히 가세요. - 안녕히 가세요.
• 안녕히 가세요. - 안녕히 가세요.

연습1 한국말로 인사해 보세요.
Exchange greetings in Korean.

안녕하세요 hello 만나서 반가워요 nice to meet you 안녕히 가세요 goodbye 안녕히 가세요 goodbye

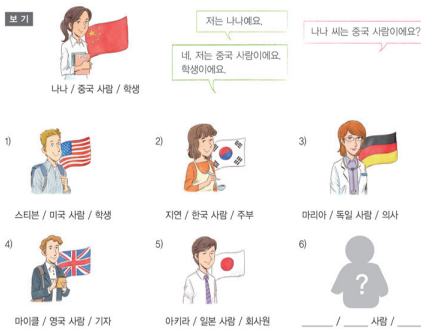
2. N은/는 N이에요/예요 Track 11



예 • 저는 유진이에요.
• 스티븐은 미국 사람이에요.
• 저는 나니예요.
• 스티븐은 학생이에요.
• 사오영 씨는 중국 사람이에요? - 네, 저는 중국 사람이에요.

남성 X = 는
여성 O = 은
남성 X = 아요
여성 O = 이어요

연습1 그림을 보고 [보기]와 같이 이야기해 보세요.
Create a dialogue for each picture as shown in the example.



예 저: 씨/Min/Miss 네:yes 부부:housewife

말하기 1 Speaking 1 Track 12

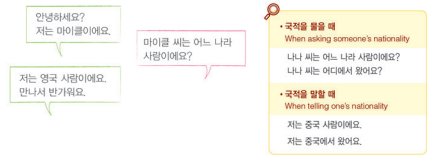


나 나 안녕하세요? 저는 나니예요.
마이클 안녕하세요? 저는 마이클이에요.
나 나 만나서 반가워요, 마이클 씨.
마이클 반가워요, 나니 씨는 어느 나라 사람이에요?
나 나 저는 중국 사람이에요.

연습1 친구와 연습해 보세요.
Practice with your partner.

- 1) 나니 2) 마리오 3) 니콜 4) 마리아
- 중국 사람 일본 사람 케나다 사람 독일 사람

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

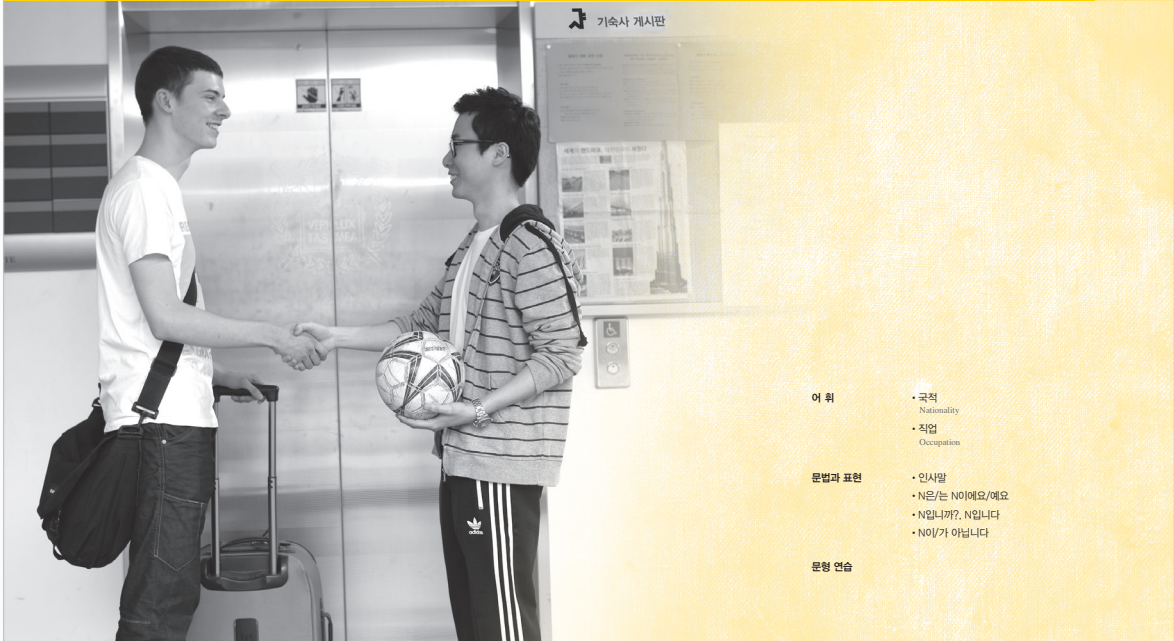


예 어느 which 나라 country 캐나다 Canada

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.

<p>1) 이름 : 카말 직업 : 요리사</p> <p>2) 이름 : 아키라 직업 : 회사원</p> <p>3) 이름 : 마이클 직업 : 기자</p> <p>4) 이름 : 나나 직업 : 학생</p>	<p>• ① </p> <p>• ② </p> <p>• ③ </p> <p>• ④ </p>
---	---

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

[보기] 한국 사람입니다.

- | | |
|--|--|
| <p>1)
_____입니다.</p> <p>3)
_____입니다.</p> <p>5)
_____입니다.</p> | <p>2)
_____입니다.</p> <p>4)
_____입니다.</p> <p>6)
_____입니다.</p> |
|--|--|

CD-ROM

서울대 한국어 1A

HOME AUDIO

1과 2과 3과 4과 5과 6과 7과 8과

어휘 Vocabulary 1 안녕하세요? Hello

배워 보세요

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

영역별 학습 Study by Language Area 자료실 Additional Resources

서울대 한국어 1A

HOME AUDIO

1과 2과 3과 4과 5과 6과 7과 8과

말하기 1 Speaking 1 Eng 1 안녕하세요? Hello



나 나 안녕하세요? 저는 나나예요.
마이클 안녕하세요? 저는 마이클이에요.
나 나 만나서 반가워요, 마이클 씨.
마이클 반가워요. 나나 씨는 어느 나라 사람이예요?
나 나 저는 중국 사람이예요.

1 2 3 4

영역별 학습 Study by Language Area 자료실 Additional Resources

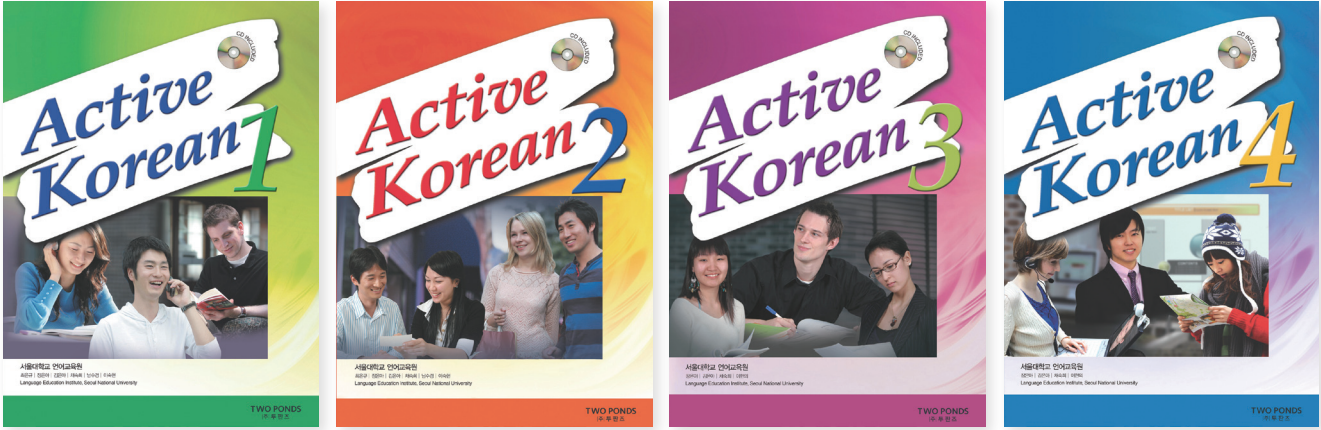
서울대 한국어 1A

HOME AUDIO

자료실

<p>수업용 보조 자료</p>  <p>한글 1과 2과 5과 6과 7과</p>	<p>활동지</p>  <p>1과 3과 4과 5과 7과 8과</p>
<p>교사용 과제 도움말</p>  <p>1과 2과 3과 4과 5과 6과 7과 8과</p>	<p>음성 자료실</p> 

Active Korean



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Components	Student Book with Audio CD Workbook with Audio CD
Online Resources	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

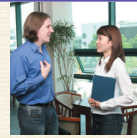


In This Unit

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

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.



- A 안녕히 가세요.
- B 안녕히 계세요.

- A Good bye.
- B Good bye.

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

38 UNIT 2

Conversation Drills 대화 연습

Conversation 1 TRACK 08



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

Check it

1. 크리스 씨는 미국 사람이예요.
2. 크리스 씨는 선생님이예요.

Unit 2 38

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 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

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 걸리요? 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	충무로역 Chungmuro Station		
삼성역 Samsong Station	을지로3가역 Euljiro 3-ga 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			

Key Dialogues 핵심 대화

Talking about transportation (1) TRACK 05

- A 뭘 타요?
- B 지하철을 타요.
- A What do you take?
- B I take the subway.



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.

남대문시장 버스

제주도 배 명동 지하철

경주 기차 부산 비행기

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.



Workbook

UNIT 2 인사와 소개 Greetings & Introductions

Vocabulary Exercise

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

1. 의사	• 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 일	6. 사

Grammar Exercise

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

1. 나무	• ①	예요
2. 옷	•	
3. 꽃	•	
4. 전화	• ②	이에요
5. 명함	•	

Q Grammar Points
 • nouns ending with a vowel + -예요
 • nouns ending with a consonant + -이에요

2 Fill in the blanks with either 은 or 는.

- 여기 는 마이클 씨예요.
- 선생님 는 한국 사람이에요.
- 마이클 은 학생이에요.
- 기산 씨 는 의사예요.
- 왕양 은 회사원이에요.
- 우리 는 친구예요.

Q Grammar Points
 • nouns ending with a vowel + 는
 • nouns ending with a consonant + 은

NEW VOCAB 나무 tree 옷 clothes 꽃 flower 명함 business card 우리 we 친구 friend

3 Look at the pictures below and complete the sentences.

1. 저는 <u>애니</u> 예요.	애니 (학생)
학생이에요.	
2. 저는 _____.	크리스 (선생님)
_____.	
3. 저는 _____.	김재민 (회사원)
_____.	
4. 저는 _____.	미사코 (간호사)
_____.	
5. 저는 _____.	키산 (요리사)
_____.	

4 Look at the pictures below and complete the sentences.

1. 여기는 <u>애니</u> 씨예요.	애니 (학생)
애니 씨는 <u>학생</u> 이에요.	
2. 여기는 _____.	안나 (요리사)
안나 씨는 _____.	

Q Grammar Points
 The speaker can use '이', referring to those who are younger than or at the same level as himself.

NEW VOCAB 간호사 nurse

3. 여기는 _____.	마이클 (기자)
마이클 씨는 _____.	
4. 여기는 _____.	웨이 (은행원)
웨이 씨는 _____.	
5. 여기는 _____.	수미 (회사원)
수미 씨는 _____.	

5 Look at the pictures below and complete each dialogue.

1. A 애니 씨는 미국 사람이에요 ?	애니 (미국 사람)	Q Grammar Points When using the '-아/어' pattern, just raising the intonation at the end without any change in word order makes the sentence a question.
B 네, 미국 사람이에요.		
2. A 키산 씨는 _____ ?	키산 (인도 사람)	
B 네, 인도 사람이에요.		
3. A 미사코 씨는 _____ ?	미사코 (간호사)	
B 네, 간호사예요.		
4. A 웨이 씨는 _____ ?	웨이 (은행원)	
B 네, 은행원이에요.		
5. A 재민 씨는 _____ ?	재민 (회사원)	
B 네, 회사원이에요.		

Goguma TOPIK



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Components	Student Book
------------	--------------

- Comprehensive test preparatory tutorial.
- Intuitive contents and straight forward explanations.
- A step-by-step approach for each type of questionnaire problems.
- Including a content review system with chapter review questions.
- Series configured for a self directed study according to the skills level.
- Integral Korean expressions to improve problem solving ability in TOPIK and proficiency in expressions.
- Books to raise Korean language ability to a higher level, and tackle revised TOPIK and any other types of questions.

Student Book

TYPE 1 읽기

텍스트를 읽고 어떤 글인지 파악하기

텍스트를 읽고 어떤 글인지 파악하기는 주어진 글의 목적이나 중심 생각 등을 선택지에서 고르는 유형입니다. 글의 핵심이나 제시된 표현을 주의 깊게 살펴보고 주어진 글이 무엇에 관한 것인지 파악하도록 합니다.

◆ 학습 유형

- 1 제시된 짧은 글의 목적 및 의미를 파악하는 유형(보통 안내문이나 광고인 제시문)
2 제시된 글을 읽고 제목 및 중심 생각을 찾는 유형(한두 단락으로 된 비교적 긴 글이 제시됨)

◆ 학습 전략 1

제시된 짧은 글의 목적 및 의미를 파악하는 유형

- 1 핵심어에 주의하여 주어진 글을 읽기
주어진 글에서 핵심어가 무엇인지 주의 깊게 살펴봅니다. 또한 제목이 있다면 제목에 주의를 기울여야 합니다. 제목을 보면 글이 쓰인 목적과 내용을 보다 쉽게 파악할 수 있기 때문입니다.
2 어떠한 글인지 정답으로 알맞은 것을 예상해 보기
글을 차근차근 읽으면서 어떤 목적의 글인지 또는 무엇에 대한 글인지 예상해 봅니다.

Sample text box containing a notice about a breakfast menu and a notice about a book review. Includes a 'STEP' box with instructions for reading and identifying the main idea.

- 3 선택지에서 적절한 답 고르기
자신이 예상했던 답을 제시된 각각의 선택지와 비교하여 가장 적절한 답을 고릅니다. 주어진 글에서 찾았던 핵심어와 관련된 답을 고르도록 합니다.
4 고른 답이 맞는지 다시 글을 읽고 확인하기
자신이 선택한 답이 맞는지 글을 다시 읽고 확인합니다.

◆ 적용 1

제시된 짧은 글의 목적 및 의미를 파악하는 유형

다음에 무엇에 대한 글인지 고르십시오.

- 1. 열정과 기로 함께 성장해 나갈 인재를 찾습니다.
2. 접수 기간: 00월 00일(월) ~ 00월 00일(금)
3. 접수 방법: 온라인 접수 지원 안내 클릭
4. 채용 공고
5. 제품 설명
6. 기업 소개
7. 출근 안내

STEP 1 핵심어에 유의하여 주어진 글 읽기
STEP 2 글을 읽고 정답 예상하기
STEP 3 선택지에서 적절한 답 고르기
STEP 4 정답 재확인하기

- 1 핵심어에 주의하여 주어진 글을 읽기
주어진 글의 목적이나 내용 등을 보다 쉽게 파악하기 위해서 글의 핵심어가 무엇인지 주의 깊게 살펴봅니다. 우선, 제목에서 '인재를 찾습니다.'라고 하였기 때문에 회사나 기업에서 사람을 구하고 있다는 것을 알 수 있습니다. 또한 '접수 기간'과 '접수 방법'에 대해서 설명하고 있습니다. 그리고 '인사 지원'이라는 단어도 눈에 들어옵니다.
2 어떠한 글인지 정답으로 알맞은 것을 예상해 보기
글을 차근차근 읽으며 어떤 목적의 글인지를 미리 예상해 봅니다. 글의 내용은 어떤 회사에서 사람을 구하고 있기 때문에 취업을 원하는 사람들은 공지한 기간과 방법에 맞게 접수를 하라는 것이었습니다. 즉, 주어진 글이 구인 공고라는 것을 알 수 있습니다.

Vocabulary

핵심어(key words): 글의 가장 중심이 되는 단어
골다(skip a meal): 끼니를 거르다, 밥을 먹지 않고 건너 뛰다
즉석에서(on the spot): 어떤 일이 벌어지는 바로 그 자리에서
주제(topic): 대화나 글에서 중심이 되는 주제나 생각
열정(passion): 어떤 일에 사색과 애정을 가지고 집중하는 마음
기(idea): 제안, 능력
인재(person with talent): 저주나 능력이 뛰어난 사람
인사 지원(company application): 회사의 구성원이 되기를 바라다
채용(recruit): 회사에서 사람을 골라서 쓰다
기업(business): 회사
출근(go to work): 일을 하기 위해서 나오다

◆ 적용 2

제시된 글을 읽고 제목 및 중심 생각을 찾는 유형

Sample text box containing a paragraph about eating habits and a 'STEP' box with instructions for identifying the main idea and title.

- 1 글의 흐름에 주의하여 주어진 글 읽기
글을 읽을 때에는 핵심어나 상·하위어에 주의를 하여 글을 읽도록 합니다. 또한 '그런데', '그러나', '그래서' 등과 같은 접속어에 주의하여 글을 읽습니다.
2 글의 내용을 파악하여 제시된 글의 중심 생각이 무엇인지 예상해 보기
글을 읽으면서 이 글이 무엇에 관한 글인지를 파악해 보도록 합니다.
3 선택지 1 ~ 4에서 적절한 답 고르기
1 음식을 낭비하지 말아야 한다. → 전체적인 글에서 음식물 쓰레기를 최소화해야 하는 이유와 방법을 설명하고 있기 때문에 중심 생각으로 1번이 적절하다고 예상할 수 있습니다.
2 배고픈 사람들을 도와주어야 한다. → 글에 포함되어 있지 않은 내용으로 정답이 될 수 없습니다.
3 식당에서는 삼치림의 변화가 시급하다. → 예상했던 중심 생각과 관련은 있지만, 이는 음식물 쓰레기를 최소화하는 방법으로 제시된 예입니다. 그렇기 때문에 중심 생각이 될 수 없습니다.
4 음식물 쓰레기 처리 비용을 아껴야 한다. → 음식물 쓰레기를 줄여야 하는 이유 중 하나이기 때문에 이 글의 중심 생각이 될 수 없습니다.
4 고른 답이 맞는지 다시 글을 읽고 확인하기
자신이 선택한 답이 맞는지 글을 다시 읽고 확인합니다.



◆ 문제 넘기

다음에 무엇에 대한 글인지 고르십시오.

- 1. 여름 상품 기획안
장마 이후 초여름을 맞아 무더위를 시원하게 날리세요.
08. 01. ~ 08. 31.
2. 제품 선택 기준
3. 제품의 이용 방법
4. 제품 설명
5. 제품 사용 시 주의 사항
6. 기업 소개
7. 상품 판매 안내
8. 기념일 안내
9. 상품 판매 안내

이 글의 중심 생각으로 가장 알맞은 것을 고르십시오.

- 1. 손이 부지런한 사람이 건강을 유지하며 오래 살 수 있다고 한다. 한 연구 결과에 의하면 건강하게 오래 사는 사람 중에는 지휘자와 피아니스트가 많다고 한다. 이 두 직업은 손을 특히 많이 사용하는 직업이라는 공통점이 있다. 반복적인 정교한 손놀림은 두뇌 자체를 건강하게 하고 노화를 방지하는 데에 큰 도움이 되기 때문이다. 지금부터라도 늦지 않았다. 부지런히 손을 움직여 서도 마음도 건강해지는 노후를 만들어 가자.
2. 손이 많이 움직일수록 부지런해진다.
3. 피아니스트와 지휘자들은 대부분 건강하다.
4. 장수하기 위해서는 손을 많이 사용해야 한다.
5. 건강하고 오래 살기 위해서는 지휘자가 되는 것이 좋다.

Vocabulary

장마(rainy season): 여름철에 며칠씩 계속해서 비가 내리는 현상
열대야(tropical night): 온도가 매우 높아서 무더운 밤
무더위(heat wave): 온도와 습도가 매우 높아서 건기가 힘든 때
지휘자(conductor): 합창이나 합주를 할 때, 앞에서 조화를 이끄는 사람
노화(aging): 나이가 들어서 생체 구조와 기능이 쇠퇴하는 과정
장수(long life): 오래도록 살

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