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ENGLISH FILE

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ENGLISH FILE

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ENGLISH FILE

PRE-INTERMEDIATE WORKBOOK WITH KEY

Oxford ELT The English File Third Edition Workbook reinforces what is learned in each English File lesson, and can be used as extra practice during class, or set as homework. Now with iChecker, a digital companion to the workbook, suitable for self-testing new grammar, vocabulary and Practical English. Also available without key.

ENGLISH FILE - BEGINNER

English File's unique, lively and enjoyable lessons are renowned for getting students talking. English File, fourth edition, has been built on tried and trusted methodology and contains uniquely motivating lessons and activities that encourage students to discuss topics with confidence. **NEW TO THIS EDITION** New and updated texts, topics, and listenings, based on feedback from English File teachers. Each Student Book comes with access to new Online Practice, providing learners with extra practice and activities for each File. Online Practice includes new Sound Bank videos, with the unique opportunity to watch a native speaker pronounce the sound, and new interactive videos where students can take part in the drama themselves. New video listening activities are integrated into each even-numbered File. These short documentaries and dramas make class time more dynamic and exciting. The Classroom Presentation Tool shows the course content on screen, making it easier for you to deliver engaging lessons. Teacher's Resource Centre allows you to manage all English File resources and download teaching materials in one place. Find out more here

ENGLISH FILE

UPPER-INTERMEDIATE. STUDENT'S BOOK : WITH ONLINE PRACTICE

AMERICAN ENGLISH FILE

WORKBOOK 2

AMERICAN ENGLISH FILE

OXFORD "Texts must be interesting enough for students to want to read them in their own language. Otherwise, how can we expect students to want to read them in English?" This is the authors' golden rule when they choose texts and topics for every level of American English File. It ensures you get material that learners will enjoy reading and will want to talk about. Texts such as "Could you live without money?" really help to generate opinion and discussion. They create a desire to communicate. Having created the desire, American English File then helps you to develop learners' communication skills. One way it does this is with a strong focus on pronunciation. Research shows that poor pronunciation is a major contributor to breakdowns in communication (Jennifer Jenkins: The Phonology of English as an International Language). American English File integrates pronunciation into every lesson - the "little and often" approach. But that's not all. The unique English File Sounds Chart puts a picture to each sound in the phonetic alphabet, so learners find it easier to remember the sounds and, ultimately, improve their pronunciation.

NEW ENGLISH FILE - NEW EDITION / STUDENT'S BOOK

PRE-INTERMEDIATE

ENGLISH FILE

English File third edition gives you motivating, enjoyable lessons that work. A proven balance of Grammar, Vocabulary, Pronunciation, and skills. Engaging topics, tasks, and activities that get students talking on every page. A complete teaching and learning package.

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ENGLISH FILE THIRD EDITION: PRE-INTERMEDIATE: TEACHER'S BOOK WITH TEST AND ASSESSMENT CD-ROM

OUP Oxford

THE USE OF POP SONGS IN THE EFL CLASSROOM

diplom.de Inhaltsangabe: Introduction: I have chosen the topic of using pop songs in the EFL classroom because I strongly believe that working with pop songs is a highly motivational device. When I was a student at a lower and upper secondary school, listening to songs in English classes was my favourite activity. I have always wanted to be able to understand the lyrics of songs I listened to. Later, I realized that I have learned a lot from listening to pop songs and analyzing their lyrics. Therefore, in my diploma project, I would like to prove that using pop songs is a highly motivational device in teaching English with instructional value, and that students enjoy working with pop songs. The theoretical part of this diploma project is based on relevant sources of background literature. In the first two chapters, the use of songs is described with regard to motivation and the Multiple Intelligences Theory. The third and fourth chapter deal with the reasons for using songs and their classification. In the last two chapters of the theoretical part, pedagogical principles of using pop songs in class, as well as the pros and cons of teaching through pop songs are presented. The practical part is based on the findings of three surveys I have conducted in the field of using songs in the EFL classroom. In the first part of the research, I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools. In the second part of the research, I describe students' attitudes to pop song based lessons which I taught during my teaching practice at grammar schools. In the third part of the research, I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools. In addition, I present a self-developed teaching material containing a list of pop songs suitable for the EFL classroom. In the last part of the practical part, I answer the research questions and provide some implications for my own teaching. **Inhaltsverzeichnis:** Table of Contents: **ABBREVIATIONS AND DEFINITIONS**
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OUP Oxford

ENGLISH FILE: INTERMEDIATE. STUDENT'S BOOK WITH ONLINE PRACTICE

ENGLISH AS A FOREIGN LANGUAGE FOR DEAF AND HARD-OF-HEARING PERSONS

CHALLENGES AND STRATEGIES

Cambridge Scholars Publishing Deaf and hard-of-hearing students form a specific group of foreign language learners. They need to use foreign languages just like their hearing peers if they want to enjoy the same benefits of globalization and technical advancements of today, yet they cannot take part in the same foreign language education. As sign language users, lip-readers or persons relying on hearing aids or cochlear implants in their everyday communication, they need special support in learning a foreign language. This book has been written by teachers and researchers involved in teaching English as a foreign language (EFL) to deaf and hard-of-hearing students in various different European countries, including the Czech Republic, France, Hungary, Norway, Poland, and Serbia. The chapters

mirror both the authors' personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing-impaired learners. They discuss mainly the issue of specific methodology for teaching EFL vocabulary, grammar, reading, writing and speaking to deaf and hard-of-hearing persons and the challenge of effective communication during the classes via sign language, cued speech or the oral approach. Special chapters are also devoted to EFL teachers' experience in special schools for the deaf. Educators interested in practical advice, responses to challenges and worked-out solutions to problems will particularly welcome this book as a useful source of ideas. It will also help novice teachers embarking on their careers in English language education for deaf and hard-of-hearing children and adults.