



Junio 2014

# Biblioteca Benjamín Franklin

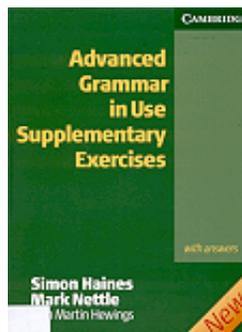
Servicio Cultural e Informativo de los Estados Unidos

## Enseñanza del inglés Bibliografía

Para información sobre estos títulos, comuníquese al Departamento de Circulación,  
teléfono: **50802235**.

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### Advanced grammar in use.



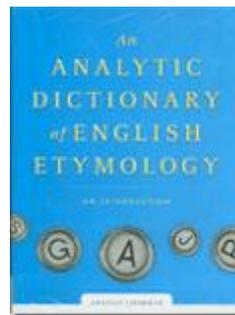
#### **Supplementary exercises : with answers**

*Simon Haines and Mark Nettle*  
Cambridge ; New York, NY : Cambridge University Press, 2007.

425 HAI

Contains over 170

varied exercises to provide students with additional practice of the language they have studied. Suitable for class work or for self-study, the exercises offer excellent revision, consolidation and extension opportunities.

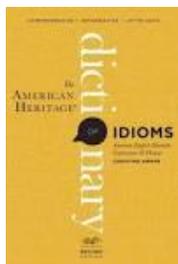


### **An analytic dictionary of English etymology: an introduction**

*Anatoly Liberman*  
Minneapolis, MN : University of Minnesota Press, 2008.

REF 422.03 LIB

This unique resource discusses the main problems in the methodology of etymological research and contains indexes of subjects, names, and all of the root words. Each entry is a full-fledged article, shedding light for the first time on the source of some of the most widely disputed word origins in the English language.



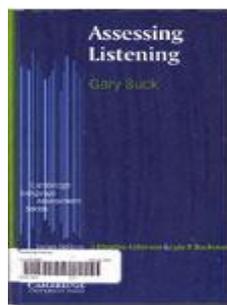
**The American Heritage Dictionary of Idioms**

*Christine Ammer (2013)*  
423.13 AMM

The English language abounds in idioms, expressions whose meaning cannot be

understood literally based on the words that make them up. This book explores over 10,000 such expressions in detail, providing a wealth of information with clear definitions and down-to-earth example sentences.

speaking fluency. Presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities.



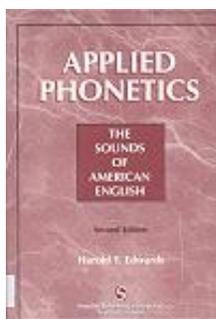
**Assessing listening**

*By Gary Buck*

Cambridge, UK:  
Cambridge University Press, 2001.

418.007 BUC

Listening is a key skill and teachers need to assess their students' listening ability. This book shows language teachers and testing practitioners how to assess listening comprehension. The intention is not to discuss theory and research for their own sake, but only sufficiently for practitioners to know how to construct language tests, the conditions that can have an impact on listening tests and how to interpret the test results.



**Applied phonetics: the sounds of American English**

*Harold T. Edwards*  
San Diego, CA :  
Singular Pub. Group,  
1997.

421.5 EDW

Written and designed to optimize the learning of the sounds of American English, this updated textbook continues to be scrupulously researched and reinforced for today's usage in a simple format designed for assimilation, transference to actual transcription, and retention. Students are engaged through relevant examples and challenged to use and "think" phonetics.



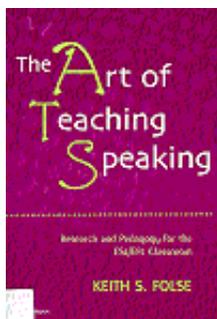
**Barron's GRE : Graduate Record Examination**

*Sharon Weiner Green and Ira K. Wolf (2012)*

EDU 378.1662 GRE

2013

This guide will work closely with you, prompting and giving you pointers to improve your testing skills. It will help you pinpoint your trouble spot and show you how to work on them as well as your strengths.

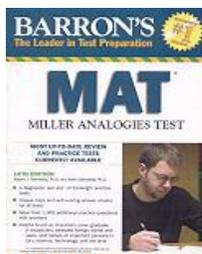


**The art of teaching speaking: research and pedagogy for the ESL/EFL classroom**

*Keith S. Folse (2006)*

428.071 FOL

Provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students'



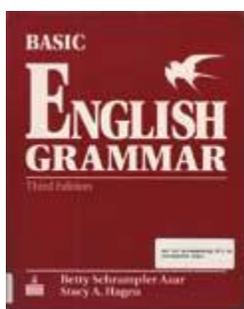
**Barron's MAT :  
Miller Analogies  
Test**

*Robert J. Sternberg,  
Karin Sternberg.*  
Hauppauge, NY : Barrons  
Educational Series Inc.,  
2009.

378.1661 BAR

This is a most up-to-date review and practice tests currently available. This 10th edition, includes a diagnostic test to help you assess your strengths and weaknesses, ten full-length practice exams with answer keys, advice on solving analogy problems, and extensive practice and review for word association problems.

**Basic English Grammar  
[Student's Book]**



*Betty Schramper  
Azar ; Stacy A.  
Hagen*  
White Plains, NY :  
Pearson Education,  
2005.

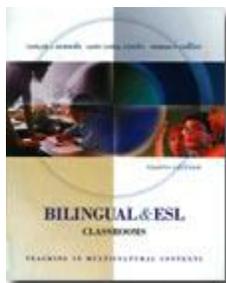
428.007 AZA

This book is a  
classic

developmental skills text for beginning students of English as a foreign language. While keeping the same basic approach and material as in earlier editions, the third edition more fully develops communicative and interactive language-learning activities.

**Bilingual and ESL classrooms:  
teaching in multicultural contexts**

*Carlos J. Ovando, Mary Carol Combs,  
Virginia P. Collier*  
Boston, MA : McGraw-  
Hill, 2006.



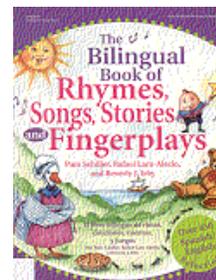
370.117 OVA

This classic text integrates theory and practice to provide comprehensive coverage of bilingual and ESL education.

The text covers the foundations of bilingual and ESL education and provides a strong focus on what the teacher needs to know in a bilingual classroom. Woven throughout the text are quotes from bilingual and ESL students and teachers that illuminate the bilingual/ESL learning and teaching experience.

**The bilingual book of rhymes,  
songs, stories, and fingerplays : el  
libro bilingue de rimas, canciones,  
cuentos y juegos**

*Pam Schiller (2004)*  
REF 428.2461 SCH  
Organized by theme for  
easy use, this collection  
offers more than 450  
Spanish and English  
tunes, with Spanish on  
one page and English on  
the opposite, designed  
to build vocabulary and explore the sounds  
of both languages.



**Brave new digital  
classroom :  
technology and  
foreign language  
learning**

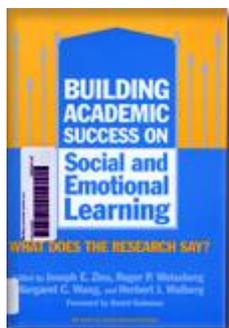
*Robert J. Blake ; foreword  
by Dorothy M. Chun*

Washington, DC : Georgetown University  
Press, 2008.

418.0285 BLA

Technology is a part of nearly every aspect of life, and this is true of the field of second language learning and teaching. For several decades, technically savvy teachers have been using technology with their language students, and research has been conducted on the effectiveness of using technology for language education. This book summarizes the pertinent research and underlying rationale and provides some concrete examples of best practices for the majority of language professionals who are just beginning to incorporate technology in their teaching.

**Building academic success on social and emotional learning: what does the research say?**

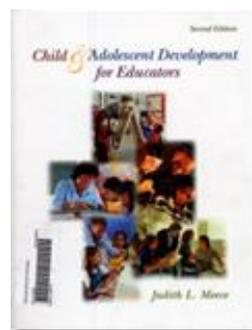


By Joseph E. Zins  
New York, NY: Teachers College Press, 2004.

370.153 BUI

In this book, recognized leaders in education and psychology examine the relationship between social emotional education and school success-specifically focusing on interventions that enhance student learning.

students on undergraduate and postgraduate courses.

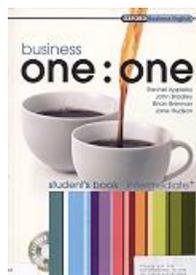


**Child and adolescent development for educators**

By Judith L. Meece  
Boston, MA: McGraw-Hill, c2002.

370.15 MEE

This text focuses entirely on the development of school-age children and youth. It provides deep, research-based coverage on topics of most immediate concern to teachers. These include cognitive development, social and emotional development, language development, literacy, individual differences in development, and children with special needs.



**Business one : one. Student's book : Intermediate+**

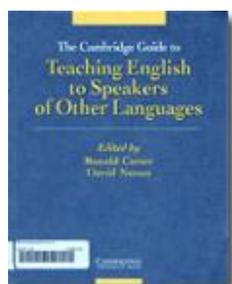
Rachel Appleby ... [et al.].  
Oxford : Oxford University Press, 2006.

428.02465 BUS

First business English course written specifically for teaching and learning

one-to-one. You choose what the course covers, what happens in each lesson, and how you practice between lessons.

**Cambridge guide to teaching English to speakers of other languages**



By Ronald Carter and David Nunan  
Cambridge, MA : Cambridge University Press, 2001

428.007 CAM

This book helps define TESOL and provides an excellent introduction for future language teaching professionals and is essential reading for



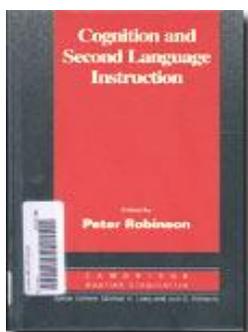
**Classic classroom activities for the Oxford picture dictionary**

Renée Weiss, Jayme Adelson-Goldstein, Norma Shapiro

New York, NY : Oxford University Press, 1999.

420.7 WEI

Offers over 100 reproducible communicative practice activities and 768 picture cards based on the vocabulary of the dictionary. Teacher's notes and instructions, including adaptations for multilevel classes, are provided.



**Cognition and second language instruction**

*By Peter Robinson*  
Cambridge, MA; New York, N.Y : Cambridge University Press, 2001.

401.9 COG

The influence of cognitive processing on second language acquisition (SLA), and on the development of second language (SL) instruction, has always been a subject of major interest to both SLA researchers and those involved in SL pedagogy. Recent theoretical research into these areas has shown renewed interest in the role of cognitive variables such as attention, short, working, and long term memory. This volume examines the theoretical foundations of research into the cognitive processes underlying SLA, and describes various implications for pedagogically oriented research and for SL classroom practice.

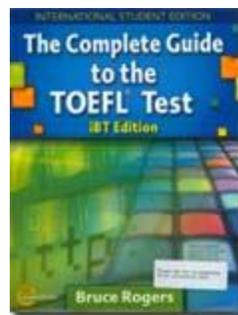
**Como aprendí inglés: 55 latinos realizados relatan las lecciones de idioma y vida**



*Editado por Tom Miller*  
Washington, DC : National Geographic, 2007.

S 428.34 COM

Cada nueva persona que aprende a hablar inglés tiene una historia que contar: la del inmigrante que anhela tener logros en su vida, o la del exiliado político repentinamente solo y lejos de su país. Esta colección de relatos habla de ellos y por ellos y va directamente y en forma entretenida al corazón del debate sobre la lengua e inmigración.



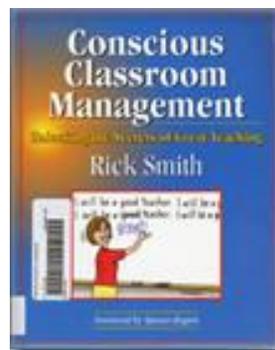
**Complete guide to the TOEFL test**

*Bruce Rogers*  
Boston, MA : Thomson Heinle, 2007.

428.076 ROG

This edition has been completely updated. It reflects the changes made in the format, the items, and the basic philosophy of the revised exam. Readings section features longer readings and new question types. In the listening section, lectures and conversations have gotten longer and more involved as well; the speaking section is all new and so is the guide to speaking in this book; finally, the writing section has an independent and an integrated component: it draws upon the test taker's own experiences and background knowledge.

**Conscious classroom**



**management: unlocking the secrets of great teaching**

*By Rick Smith, illustrations by Tom Hermansen*  
San Rafael, CA: Conscious Teaching

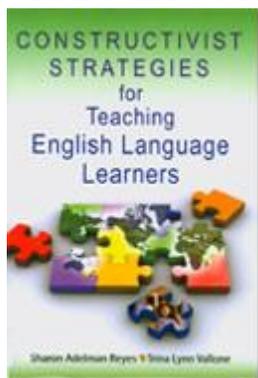
Publications, 2004.

371.782 SMI

Conscious Classroom Management is a delightfully rich text that incorporates meaningful stories, insights, humor, and invaluable strategies for what really works in the classroom. And while classroom management is the primary factor behind how successful teachers can achieve sustained student learning, this wonderful text also addresses the human elements of teaching, focusing on three primary

subjects: the students, the teacher, and the relationship between the two.

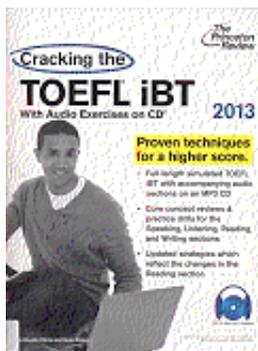
**Constructivist strategies for teaching English language learners**



Sharon Adelman Reyes, Trina Lynn Vallone  
 Thousand Oaks, CA : Corwin Press, 2008.

428.0071 ADE

Provides a culturally responsive approach that builds on students' experiences and strengths. Authors supply in depth-classroom examples and grade-level connections to help readers apply constructivist methods in teaching ELLs.

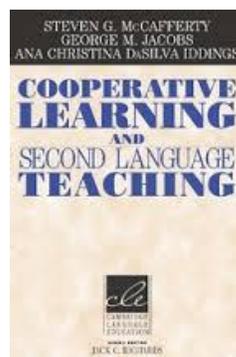


**Cracking the TOEFL iBT 2013**

Douglas Pierce and Sean Kinsell (2012)  
 428.076 CRA 2013

Offers drill questions, listening exercises, and a full-length simulated TOEFL exam. This

edition features: Full-length simulated TOEFL iBT exam with accompanying audio sections on an MP3 CD; Core concept reviews & practice drill questions as well as listening exercises for the speaking, listening, reading, and writing sections; Updated strategies which reflect the changes in the reading section.



**Cooperative learning and second language teaching**

Edited by Steven G. McCafferty, George M. Jacobs, Ana Christina DaSilva Iddings (2006)

418.0071 COO

Pre-service and in-service teachers, materials developers, and anyone interested in a collaborative approach to teaching and learning will want to add *Cooperative Learning and Second Language Teaching* to their collections.

**Cracking the GRE**



Doug Pierce (2013)

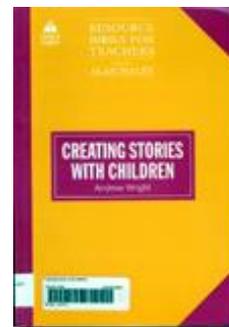
EDU 368.1662 PIE 2014

Important strategies and information you need to know to ace the new Analytical Writing section, practice question covering each part of the exam, full-length practice tests online, personalized score reports and exercises and drills online.

**Creating stories with children**

By Andrew Wright  
 Oxford ; New York : Oxford University Press, 1997.

372.623 WRI



This book shows how to help children to make up their own stories in English. It encourages creativity, confidence, and fluency and accuracy in spoken and written English. It also introduces creative writing skills by showing children how to structure stories.



**Day by day : oral skills practice book for students at the intermediate level**

*Dean Curry (1989)*  
428.24 DAY

This book has been prepared to provide oral skills practice with an emphasis on formulating and asking questions. The booklet is supplemental in nature and uses as its theme quotidian activities found in the United States, both job and non-job related. The illustrations help to provide the graphic key and stage setting.

more complex, and the lessons build on each other.



**Dialogue activities : exploring spoken interaction in the language class**

*Nick Bilbrough (2007)*

428.0071 BIL

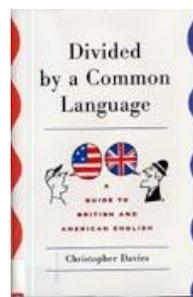
Provides practical ideas to encourage students to look at spoken language in different contexts through the use of transcripts and authentic conversations. It will help them to identify what features of language are used in spoken language and how to sound more natural when they speak themselves.



**Designing tasks for the communicative classroom**

*By David Nunan*  
Cambridge [England] ; New York: Cambridge University Press, 1989.  
418.007 NUN

This book is a balanced introduction to the theoretical and practical aspects of communicative task design. It is aimed at all second and foreign language teachers and trainee teachers who want to develop their own tasks, or adopt/adapt those of others.



**Divided by a common language: a guide to British and American English**

*By Christopher Davies*  
Boston, MA : Houghton Mifflin, 2005.

427 DAV

Offers a detailed comparison of the language and customs of the US and UK and discusses all the important differences between the two countries in the practical details of daily life, and American readers in particular will enjoy his account of American culture as seen through an Englishman's eyes.

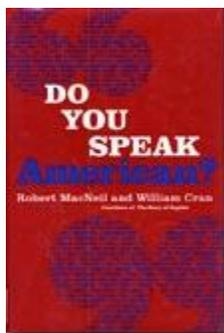
**Developing writing**



*Pat Wilcox Peterson*  
Washington, DC : United States Information Agency, 1982.

808.042 PET

The goal of this book is to take the student from mechanics of basic sentence writing to the ability to construct a simple paragraph. The vocabulary and the structures have been planned chapter by chapter, from simple to



### Do you speak American?

Robert MacNeil and William Cran.  
New York, NY : Nan A. Talese/Doubleday, 2005.

427.9 YOU

Examines sociolinguistic questions and the dynamic state of American English, a language rich in regional variety, strong in global impact, and steeped in cultural controversy.

### Do you speak American? [videorecording]

By William Cran  
Princeton, NJ: Films for the Humanities & Sciences, 2005.

DVD 427.9 YOU



Examines socio-linguistic questions and the dynamic state of American English, a language rich in regional variety, strong in global impact, and steeped in cultural controversy.



### Easy does it Dean Curry (1976) 428.24 EAS

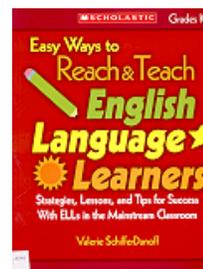
The pedagogic emphasis of this book is the oral practice of present, present perfect, past, and present progressive tenses in real life situations that deal

mainly with what people do, both at work and at play. A short reading accompanied by an illustration is the springboard for the talk that should follow based on the exercises.

### Easy ways to reach & teach English language learners. Grades K-5

Valerie SchifferDanoff.  
New York, NY : Scholastic Teaching Resources, 2008.  
372.6044 SCH

The author begins with quick tips on getting to know the strengths, challenges, and learning needs of each English Language Learner and provides a guide to each stage of language acquisition. This guide helps you pinpoint an ELL's language skill level, anticipate social and academic challenges, and use simple techniques to help the child participate in your lessons and classroom routines as much as possible.

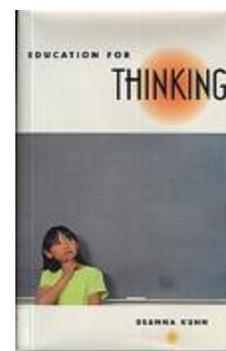


### Education for thinking

Deanna Kuhn  
Cambridge, MA : Harvard University Press, 2005.

372.011 KUH

Author argues that teachers should teach students to use their minds well, in school and beyond, and maintains that inquiry and argument should be at the center of a "thinking curriculum" that makes sense to teachers as well as students and develops the skills and values needed for life-long learning.



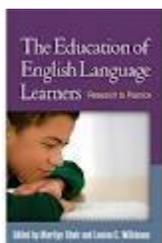
**Educating second language children: the whole child, the whole curriculum, the whole community**

By Fred Genesee  
Cambridge [England];  
New York: Cambridge  
University Press, 1994.



371.97 EDU

This book brings together the work of 15 elementary education experts who support an integrative approach to educating second language children, one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children.



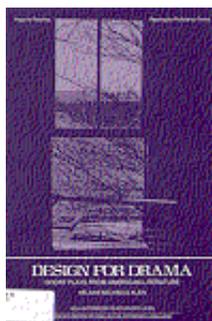
**The education of English language learners : research to practice**

Edited by Marilyn Shatz,  
Louise C. Wilkinson.  
New York, NY : Guilford

Press, 2010.

428.24 EDU

This book presents evidence-based strategies for supporting English language learners' (ELLs') school readiness and achievement at all grade levels. It examines the importance of communication and language use for children's learning both in and outside of school.



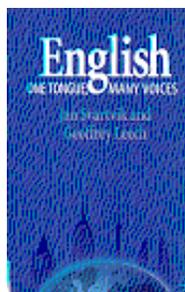
**Design for drama : Short plays based on American literature**

Helaine Michaels-Klein.  
Author: Michaels-Klein, Helaine (1991)  
428.43 MIC

Plays in this collection are intended for radio

and television. In the classroom, teachers may utilize a number of approaches to invite student participation. There is not limit to

how a teacher might elaborate on these plays. However, they can read suggestions in the first page of the book, or a simple straight reading of the plays would also be beneficial.



**English : one tongue, many voices**

Jan Svartvik and Geoffrey Leech

Basingstoke [England] ;  
New York : Palgrave  
Macmillan, 2006.

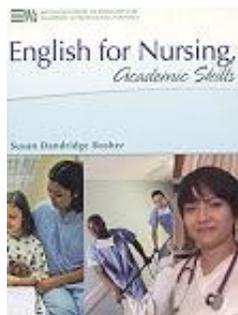
420.9 SVA

Traces the history of the language from its obscure beginnings over 1500 years ago as a collection of dialects spoken by marauding, illiterate tribes. Shows how the geographical spread of the language in its increasing diversity has made English into an international language of unprecedented range and variety.

**English as a global language**

David Crystal.  
Cambridge, UK ; New  
York, NY : Cambridge  
University Press, 2003.  
420 CRY

Presents a lively and factual account of the rise of English as a global language and explores the whys and wherefores of the history, current status and future potential of English as the international language of communication. Contains an extra section on the linguistic character of "new" English, extensive additional footnotes and a full bibliography.



**English for nursing, academic skills**

Susan Dandridge Boshier.  
Ann Arbor, MI :  
University of Michigan  
Press, 2008.  
428.014 BOS

Designed to prepare non-native speakers of

English for the language-related skills and

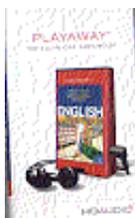
tasks and the cultural content necessary for success in associate and baccalaureate degree nursing programs in the United States. This textbook focuses on the academic strategies and skills needed for nursing studies, including reading and vocabulary, research and writing, listening and note-taking, and test-taking.

**English for the real world : for speakers of Spanish.**

*Living Language; Playaway Digital Audio; Findaway World, LLC (2007)*

AB 428.3461 ENG

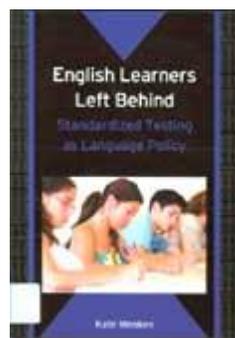
Teaches people who speak Spanish to speak everyday English. Includes instruction for grammar, vocabulary and pronunciation.



practice, including hundreds of practice exercises and guides.

**English learners left behind : standardized testing as language policy**

*Kate Menken*  
Tomawanda, NY : Multilingual Matters Ltd, 2008.



306.44 MEN

This book explores how tests have become the facto language policy in schools, shaping what is taught in school, how it is taught, and in what language. This research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them.

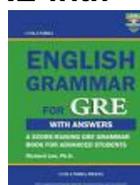
**English Grammar for GRE with Answers**

*Richard Lee (2012)*

EDU REF 378.1662 LEE

Written for students who need some extra help with English grammar and usage.

It covers all the absolutely essential grammar points, such as subject-verb agreement, dangling modifier, parallel structure, and others that are most often tested on the GRE.



**English phrasal verbs in use : 60 units of vocabulary reference and practice : self-study and classroom use.**

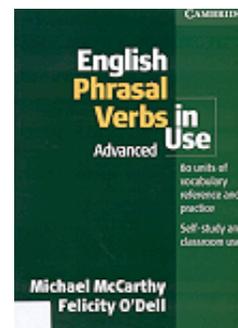
**Advanced**

*Michael McCarthy and Felicity O'Dell.*

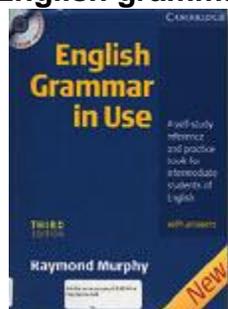
Cambridge : Cambridge University Press, 2007.

425 MCC

This is a vocabulary book for advanced learners. It is primarily designed as a self-study reference and practice book but it can also be used for classroom work. The book covers many phrasal verbs useful to students preparing for the Cambridge CAE, CPE, and IELTS examinations.



**English grammar in use : a self-study reference and practice book for intermediate students of English : with answers**



**English : with answers**

*Raymond Murphy*

Cambridge, UK : Cambridge University Press, 2004.

428.007 MUR

This new edition offers the same easy to use format, is ideal for self-study, has nine completely new units, and has a wealth of additional exercises for extra contrasting



**English vocabulary elements**

*Keith Denning, Brett Kessler, William R. Leben*  
Oxford ; New York, NY :  
Oxford University Press,  
2007.

428. DEN

The book is based on a course that each of the authors helped to develop at Stanford University over the past twenty years. The aim of the course was to help students master English vocabulary and to provide the fundamentals for pursuing an interest in English words. Incorporates improved and refined text as well as examples and exercises, with thorough revision of pedagogy as a result of the authors' significant classroom-based expertise.

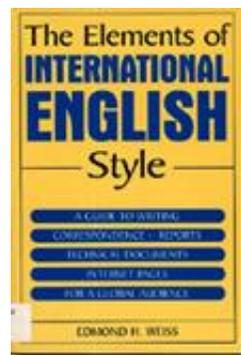
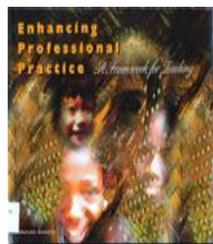
**Enhancing professional practice: a framework for teaching**

*By Charlotte Danielson*

Alexandria, VA: Association for Supervision and Curriculum Development, 1996

371.102 DAN

The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service, which identifies those aspects of a teachers' responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

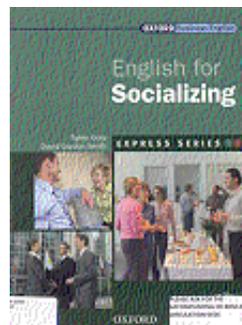


**The elements of international English style : a guide to writing...**

*Edmond H. Weiss*  
London : M.E. Sharpe, 2005.

808.042 WEI

This handbook is for anyone who needs to write English correspondence and other documents for an international business audience. It integrates the theory and controversies of intercultural communication with the practical skills of writing and editing English for those who read it as a second language. The book emphasizes principles of simplicity and clarity, proper etiquette, cultural sensitivity, appropriate layout and typography and more, and thus will increase the chances that texts prepared by native English speakers will be properly understood by non-native speakers.



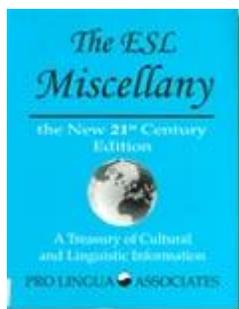
**English for socializing**  
*Sylee Gore & David Gordon Smith (2007)*

Author: Gore, Sylee.

428.02465 GOR

English for Socializing is part of the EXPRESS SERIES. It is the

ideal quick course for anyone who needs English to socialize in a professional context. It can be used to supplement a regular course book, on its own, as a stand-alone intensive specialist course of for self-study.



**The ESL miscellany : a treasury of cultural and linguistic information**

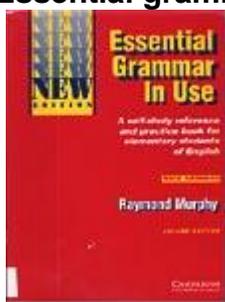
*Raymond C. Clark*  
Brattleboro, VT : Pro Lingua Associates,

2005.

374.012 CLA

This book is a compendium of useful and interesting information for teachers and students of English as a Second Language. Teachers will find this book useful as a resource for developing material as they supplement, expand, replace, adapt, or develop a complete curriculum from scratch. This one book does not contain everything that the teacher/materials developer needs to know, but is the most comprehensive one-volume reference available to the lesson writer.

**Essential grammar in use : a self-study reference and practice book for elementary students of English**



*Raymond Murphy*  
New York, NY :

Cambridge University Press, 1997.

428.007 MUR

Grammar reference and practical book for elementary learners. Easy to use, clear explanations, accessible, includes additional exercises and appendices, and the book can be used by learners working independently or as supplementary course material. Contains the answers to all exercises.



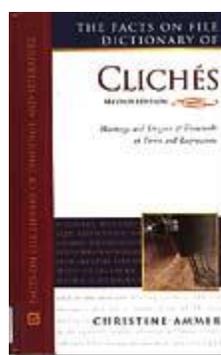
**Explaining English grammar**

*George Yule (2003)*  
425 YUL

The aim of this book is to provide teachers with a fresh approach to thinking about English grammar.

Each chapter focuses on a problematic area, for example "Articles", "Conditionals", etc. First the basic grammatical form is described, and then the meaning distinctions conveyed by particular forms. Includes exercises, teaching ideas, and a glossary.

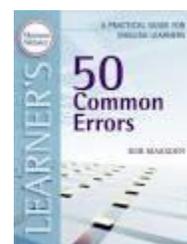
**The Facts on File dictionary of clichés**



*Christine Ammer*  
New York, NY : Facts on File, 2006.

REF 423.1 AMM

Is the largest, more comprehensive, and most entertaining reference of its kind. This edition contains approximately 500 new entries, including many from the business world, from the military, and from popular culture. Each entry includes the meaning of cliché, its origin and early uses, with examples, its development and history and its present-day usage.



**50 common errors : a practical guide for English learners**

*Bob Marsden (2008)*  
428.24 MAR

Designed for English language learners and covers 50 of the most

common usage and style errors made in everyday speech and writing. It provides guidance on word order, irregular plurals, verb and adjective choice, comparatives and superlatives, and more. Special reference sections on English verb tenses and irregular verbs are included.

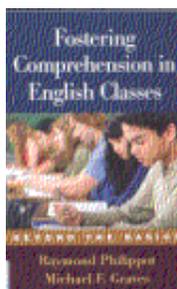
**Five-minute activities: a resource book of short activities**

By Penny Ur,  
Andrew Wright  
Cambridge ; New York : Cambridge University Press, 1992.



420.7 URP

A collection of over 100 ideas for the foreign language classroom, all of which can be used effectively with little or no preparation. The activities can vary pace and content, provide transitions, and otherwise contribute to the "well-orchestrated" lesson; give an opportunity for brief review and practice of vocabulary or grammar; help students and teacher to get to know each other; and offer extra material when a teacher has to fill in for a colleague at short notice.



**Fostering comprehension in English classes : beyond the basics**

Raymond Philippot,  
Michael F. Graves  
New York, NY : Guilford Press, 2009.

372.41 PHI

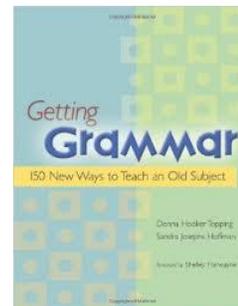
Gives middle and secondary English teachers the tools they need to improve the comprehension skills of all their students. Core chapters explain specific practices for fostering learning from texts; leading studies to a thorough, lasting understanding of subject matter; nurturing meaningful responses to literature; explicitly teaching comprehension strategies; and engaging students in higher-order thinking.

**Getting grammar : 150 new ways to teach an old subject**

Donna Hooker Topping,  
Sandra Josephs  
Hoffman (2006)

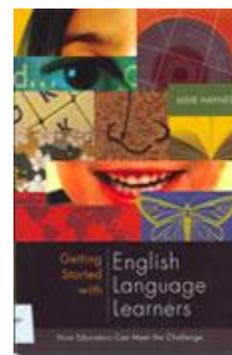
428.2071 TOP

This book is a ready reference for your own grammar questions and a treasure trove of teaching ideas. Whether you are a veteran teacher, a new teacher, or a pre-service teacher, the authors offer plenty of information and lessons you can use in the classroom right away.



**Getting started with English language learners: how educators can meet the challenge**

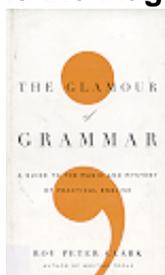
Judie Haynes  
Alexandria, VA : Association for Supervision and Curriculum Development, 2007.



418.007 HAY

Provides a practical resource to help educators who are new to the field of English as a Second Language understand and address the needs of English language learners. Real-life scenarios from actual classrooms are presented throughout the book, and also includes a brief overview of different types of ESL programs used in the United States and a helpful glossary.

**The glamour of grammar: a guide to the magic and mystery of practical English**



Roy Peter Clark.  
New York, NY : Little, Brown and Co, 2010.  
425 CLA

Covering everything from the parts of speech to why effective writers prefers concrete nouns and active

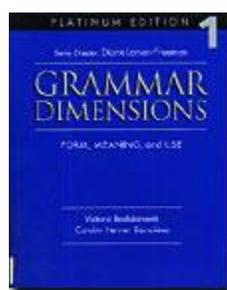
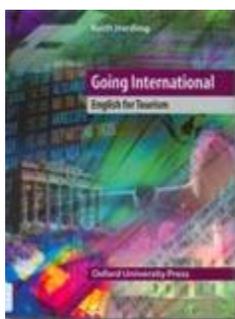
verbs, the author teaches you how to use periods, commas, and semicolons to their fullest advantage, in order to master grammar to perfect your use of English, to hone meaning, and to charm through your writing.

**Going international**

Keith Harding  
New York, NY : Oxford University Press, 1998.

428.014 HAR

Is a topic-based upper-intermediate course for people training for and employed in the tourism industry. It introduces, reviews, and extends the key language and communications skills which students need to develop in order to work effectively in this challenging international sector.



**Grammar dimensions : form, meaning, and use**

Diane Larsen-Freeman, series editor  
Boston, MA : Heinle & Heinle, 2000.

428.007 GRA

Makes teaching grammar easy and more effective than ever. Clear grammar explanations, a wealth of exercises, lively communicative activities and technology resources in four levels: high beginning, low and high intermediate, and advanced. Students will be able to practice the form,

meaning and use of each grammar structure.



**Grammar Girl's quick and dirty tips: to clean up your writing**

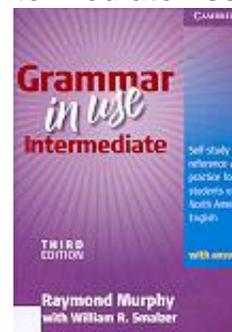
Mignon Fogarty (1998)

AB 425 FOG

Mignon tackles some of the most common mistakes people make while communicating. From "lay vs. lie" and "affect vs. effect" to split infinitives and run-on sentences, she offers clear explanations and effective memory tricks to help listeners write (and say) it right.

**Grammar in use intermediate : self study reference and practice for students of North American English, with answers**

Raymond Murphy with William R. Smalzer  
New York, NY : Cambridge University Press, 2009.  
425 MUR 2009



Well known for its simple, clear explanations, and two-page format, this book is a unique combination of reference grammar and practice book for students of North American English. It is an excellent resource for students who are preparing for the TOEFL test and other standard examinations.

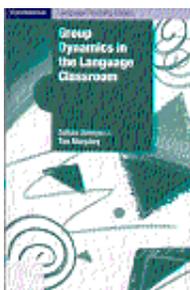


**Grammar Practice Activities: A Practical Guide for Teachers**

Penny Ur (2013)  
425 URG

This updated version of the classic handbook is an invaluable resource for the teacher who wishes to combine grammar with a communicative teaching approach. It

contains a collection of imaginative and interesting grammar practice activities suitable for a wide range of levels and ages.



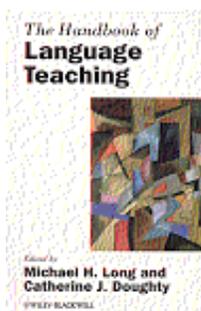
### Group dynamics in the language classroom

Zoltan Dornyei and Tim Murphey (2004)

418.007 DOR

Working, learning and living in groups is a central feature of human behavior and the study of groups –

called group dynamics-is a vibrant academic field. It overlaps such diverse areas such as psychology, sociology, business studies and political science. It is also highly relevant to language education because the success of classroom learning is very much dependent on how students relate to each other, what the classroom climate is like, what roles the teacher and the learners play, and more generally, how well students can cooperate and communicate with each other. This book addresses these issues and offers practical advice on how to manage language learner groups in such a way that they develop into cohesive and productive teams.



### The handbook of language teaching

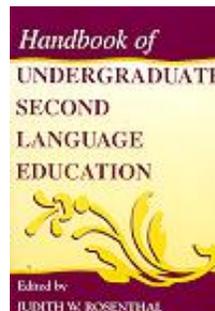
Edited by Michael H. Long (2009)

REF 418.0071 HAN

Providing a unique breadth of coverage, the Handbook combines the latest research findings on core topics, as well as

in several rapidly developing areas, including the language learning brain, heritage languages programs, study abroad, and less commonly taught languages.

### Handbook of undergraduate second language education



Edited by Judith W. Rosenthal

Mahwah, NJ : L. Erlbaum, 2000.

418.007 HAN

Offers the most comprehensive up-to-date description of the wide array of second-language programs currently available to undergraduate students in the United States and abroad. It brings together for the first time detailed descriptions of programs in foreign language, English as a second language (ESL), dual language (bilingual), American Sign Language (ASL), Native American, and heritage languages.

### [-]ands-()n English

Written by Fran Santoro Hamilton

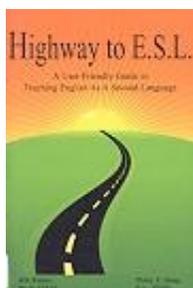
Chesterfield, MO : Portico Books, 2004.

428.2 HAM

Gives clarity and meaning to the rules of writing. Quickly find how to unravel the mysteries of grammar, add thousands

of words to your vocabulary, get the most from your textbooks in the shortest time, expedite the writing process, capitalize, punctuate, and spell correctly, choose the right verb, pronoun or modifier, use proper form in letters, outlines, bibliographies, and footnotes.



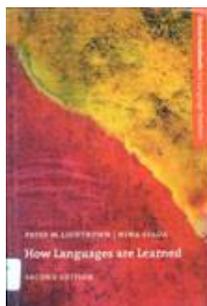


**Highway to E.S.L. : a user-friendly guide to teaching English as a second language**

*Rik Ruiter & Pinky Y. Dang*  
Lincoln, NE : iUniverse, Inc.,2005.

428.007 RUI

Written in a user-friendly format that includes detailed course planning and an appendix containing a variety of useful evaluation forms, this book supplies readers with valuable information on how to teach the different disciplines of English, a vital component to successful education in both domestic and international markets.

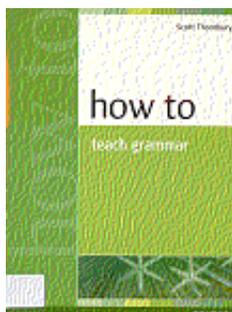


**How languages are learned**

*By Patsy M. Lightbown and Nina Spada*  
Oxford ; New York, NY : Oxford University Press, 2004.

418.007 LIG

This book provides a clear introduction to the main theories of first and second language acquisition and, with the help of activities and questionnaires, discusses their practical implications for language teaching.



**How to teach grammar**

*Scott Thornbury*  
(2002)

425 THO

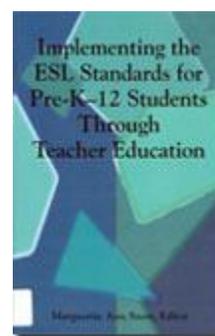
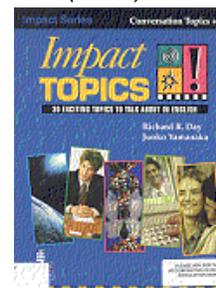
Provides a practical guide to teaching grammar, one of the most controversial and least understood

aspects of language learning. The book includes: an overview of what grammar is, a wide variety of sample lessons, ways of judging the efficiency and appropriacy of grammar lessons, and a task file of photocopiable training tasks.

**Impact topics : 30 exciting topics to talk about in English**

*Richard R. Day, Junko Yamanaka* (2000)  
428.34 DAY

Collection of 30 timely topics that students have expressed an interest in discussing. The topics are organized into five categories and each topic is carefully presented with exercises to help students understand the topics and express their own ideas and values.



**Implementing the ESL standards for pre-K-12 students through teacher education**

*Marguerite Ann Snow, editor*  
Alexandria, VA : TESOL, 2000.

418.007 IMP

Designed for teacher learners in credential/licensure programs and MA programs in U.S. colleges and universities, and for practicing teachers in ESL and in the content areas. The information in this volume gives teachers the necessary background to work effectively with linguistically and culturally diverse populations in U.S. public schools.



**Improve your speech. American English**

*Written by Mark Caven*  
(2009)

AB 421.5 CAV

Presents easy exercises and helpful hints on how

best to use your voice and tidy up your speech, giving you confidence and helping you to make the best impression possible--whether at work or when socializing. It is aimed primarily at those who have American English as their first language, but it is also

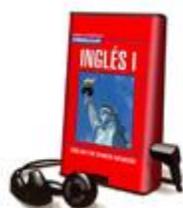
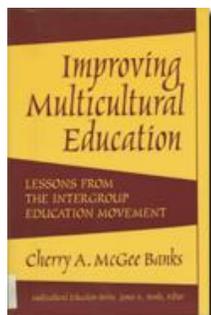
useful for those with English as their second language.

### Improving multicultural education: lessons from the inter-group education movement

Cherry A. McGeeBanks  
New York : Teachers  
College Press, 2005.

370.117 BAN

The publication of this book marks a significant development in the field of multicultural education and satisfies an important need: focus in the history of the inter-group education movement as a vehicle to inform and improve multicultural education today.



### Inglés I, II & III : English for Spanish Speakers

Playaway Digital Audio  
(2010)

AB 428 ING

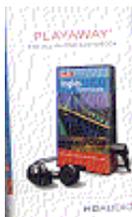
The Pimsleur Method provides the most effective language-learning program ever developed and gives you quick command of English structure without tedious drills. Learning to speak English can actually be enjoyable and rewarding.

### Inglés garantizado

Berlitz; Playaway Digital Audio;  
Findaway World, LLC (2008)

S AB 428.3461 ING

El inglés del modo más fácil - garantizado. Este sistema de audio para principiantes le ayuda a aprender el idioma de una forma sencilla y efectiva, ofreciéndole todo lo que necesita para hablar inglés con confianza.



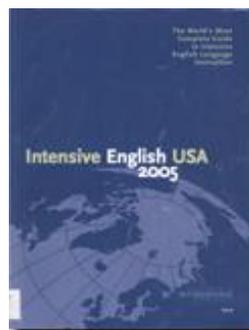
### Urban English social : Casual American English for Spanish speakers.



Urban Planet; Playaway Digital  
Audio; Findaway World, LLC  
(2010)

AB 428.34946 URB

The *Social Urban English* program provides lessons focusing on everyday words and phrases used in a variety of social situations for the international student or worker coming to the U.S. and wanting a better grasp of daily life and language. This audio focuses on everyday language for Spanish speakers, with topics surrounding college life and dating.



### Intensive English USA 2005 : the world's most complete guide to Intensive English language instruction

Edited by Carl De Angelis  
New York : Institute of International  
Education, c2004.

REF 428.071 INT 2005

Contains basic information on colleges and universities in the United States about intensive English programs in the USA.

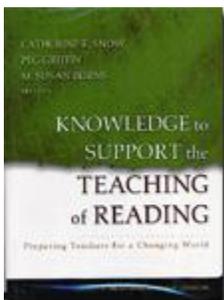


**Inventing English : a portable history of the language**

*Seth Lerer*  
New York, NY : Columbia University Press, 2007.

420.9 LER

History of the English language from the age of Beowulf to the rap of Eminem. Many have written about the evolution of our grammar, pronunciation, and vocabulary, but only Lerer situates these developments in the larger history of English, America, and literature.



**Knowledge to Support the Teaching of Reading : Preparing Teachers for a Changing World**

*Edited by Catherine Snow [et al]*

San Francisco, CA : Jossey-Bass, 2005.  
372.41 KNO

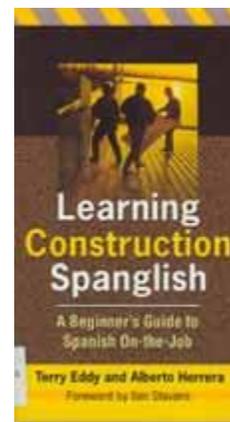
This book offers a guide to reading and literacy preparation in teacher education and professional development, and links evidence about student accomplishments and effective instructional practices to teacher knowledge and teacher preparation.

**Learning construction Spanglish: a beginner's guide to Spanish on-the-job**

*Terry Eddy, Alberto Herrera*  
New York, NY : McGraw-Hill, 2005.

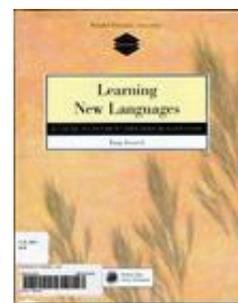
REF 468.3421 EDD

Designed specifically for those who direct Spanish-speaking construction crews, this on-the-mark guide speeds the process of improving communication and ensuring understanding, and helps you find exactly the phrase you need to specific tasks.



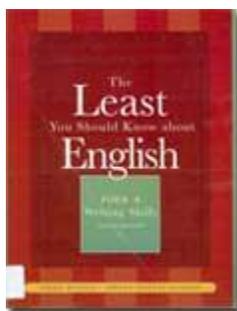
**Learning new languages: a guide to second language acquisition**

*By Tom Scovel.*  
Boston, MA : Heinle & Heinle, 2001.



418.007 SCO

This book explores a wide range of issues that influence how children and adults learn second languages. Using P.L.A.C.E. as an acronym, standing for People, Language, Attention, Cognition, and Emotion, the book offers an accessible way to examine both the practical and theoretical sides of each issue.

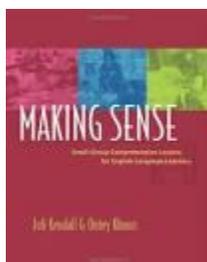


**The least you should know about English : writing skills : form A**

Paige Wilson  
Boston, MA :  
Thomson Wadsworth,  
2006.

808.042 WIL

Helps students answer common questions about writing. Its success with students and teachers has always come from its simple, friendly approach. Brief, clear explanations introduce many sets of exercises, which allow students to practice what they've learned and review immediate feedback from answers provided at the back of the book.

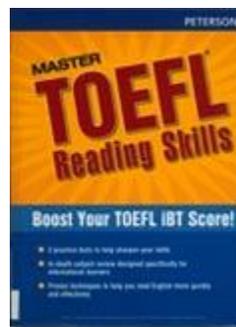


**Making sense : small-group comprehension lessons for English language learners**

Juli Kendall & Outey Khuon (2005)

428.071 KEN

*Making Sense* provides answers to many common questions asked by teachers of English language learners: How do we organize small-group comprehension instruction? How do we select books to teach strategies? How do we know our kids are getting it - and what do we do when they don't get it? It is an easy-to-use, practical resource for ELD, ESL, and ESOL pull-out teachers, and for push-in teachers working "in-class" to support English language learners.



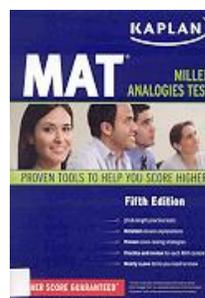
**Master TOEFL Reading**

Lawrenceville, NJ :  
Petersons, 2006.

428.43 REA

Provides the basic reading comprehension

review. The reading passages progress from relatively simple to relatively difficult. Various skills, such as finding the main idea and supporting details, are reviewed



**MAT : Miller analogies test.**

New York, NY : Kaplan Publishing, 2010.

378.1662 KAP

Provides test-taking strategies, a subject review, sample questions and answers, and seven full-length practice tests.



**MAT, Miller analogies test**

Tracy Budd ... [et. al.] ; updated by Suzanne Scafuri.

Piscataway, NJ :  
Research & Education Association, 2011.

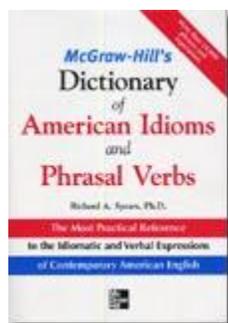
378.1662 MAT

Everything you need to know for the MAT, selected and present by seasoned subject experts. Features 1, 300 must-know terms covering the major subject categories tested on the exam. With 8 full-length exams, you'll know exactly how you're doing every step of the way. And with each repetition, you'll measure your progress and build confidence.

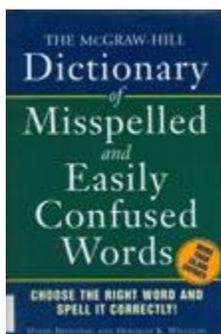
### McGraw-Hill's dictionary of American idioms and phrasal verbs

Richard A. Speares  
Chicago : McGraw-Hill, 2005.

REF 423.1 SPE



McGraw-Hill's Dictionary of American Idioms and Phrasal Verbs covers the full breadth and scope of idiomatic American English, making it an essential companion to standard desk dictionaries.



### The McGraw-Hill dictionary of misspelled and easily confused words : choose the right word and spell it correctly!

*David Downing and Deborah K. Williams*  
New York, NY : McGraw-Hill, 2006.

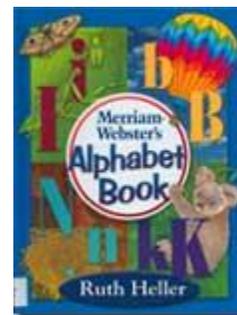
REF 423.1 DOW

Written by English-language experts and instructors David Downing and Deborah K. Williams, this dictionary is actually two big references in one volume. You'll get both a speller's dictionary and a dictionary of easily confused words, giving you 20,000 entries covering the 7,000 most commonly misspelled words in the English language, tips for remembering how to spell the trickiest words, proper pronunciations, short definitions, and correct examples of usage.

### Merriam-Webster's alphabet book

*Written and illustrated by Ruth Heller*

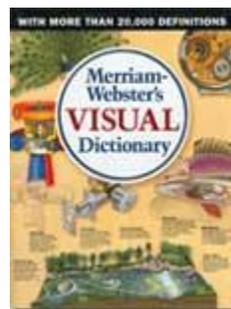
Springfield, MA : Merriam-Webster, 2005.



428.6 HEL

This colorful tour of the alphabet introduces young readers to basic reading, writing, and communication skills. Every page is highlighted by a lively full-color illustration and an amusing verse that introduces the different sounds each letter makes when spoken.

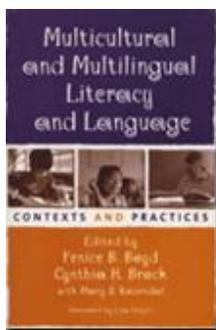
### Merriam-Webster's visual dictionary



*Jean Claude Corbeil*  
Springfield, MA : Merriam-Webster, 2006.

REF 423.1 COR

The first visual dictionary to incorporate dictionary-scale definitions. More than 20,000 clear and concise terms and 6,000 full-color, highly detailed illustrations are grouped into 17 chapters outlining subjects from astronomy to sports. Ideal for teachers, parents, translators, and students.

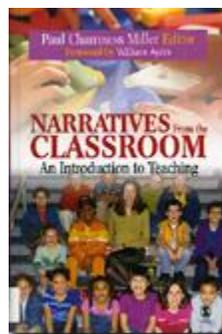


**Multicultural and multilingual literacy and language: contexts and practices**

New York, NY : Guilford Press, 2004.

370.117 MUL

This book explores ways that teachers, reading specialists, administrators and teacher educators can provide more effective literacy instruction to K-9 students from diverse ethnic, cultural and linguistic backgrounds. Cutting edge theory and research is interwoven with detailed case studies that bring to life complexities of teaching in today' s multicultural classroom.



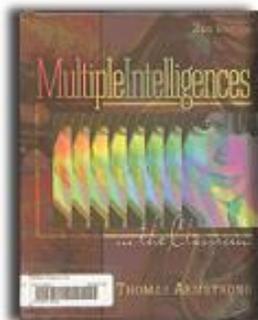
**Narratives From the Classroom : an Introduction to Teaching**

*Paul Chamness Miller, editor*  
Thousand Oaks, CA Sage Publications, 2005.

371.102 NAR

Initiates readers to many of the important classroom issues surrounding the field of teaching and avoids being prescriptive and encourages the reader to form his or her own conclusions about these issues. These collection of personal accounts and ideas written by teachers and teacher educators covers a wide range of topics, including the purpose of schools and teachers, policies and programs in the school, and practices found.

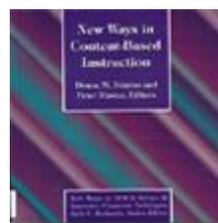
**Multiple intelligences in the classroom**



*By Thomas Armstrong*  
Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

370.15 ARM

This edition includes information on the eight intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more.



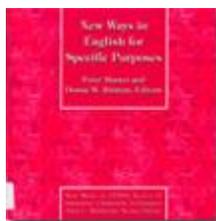
**New ways in content-based instruction**

*Donna M. Brinton and Peter Master, editors.*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1997.

418.007 NEW

Dynamic and effective approach to second and foreign language instruction. Offers detailed in-class activities to accompany theme-based second language courses into the following categories: information management, critical thinking, hands-on activities, data gathering, text analysis and construction.



### **New ways in English for specific purposes**

*Peter Master and Donna M. Brinton, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1998.

428.014 NEW

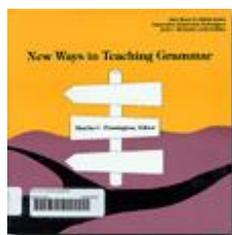
Contributions in this volume comes from 14 countries representing every continent on the globe, in response to the need for improved communication between the developed and developing countries of the world.

### **New ways in teaching grammar**

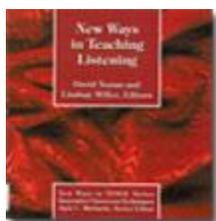
*By Martha C. Pennington.*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1995.

428.007 NEW



This book includes 85 ideas for the teaching of grammar submitted by English teachers from 10 countries in Asia, Europe, North America, and South America. The contributions include specific aspects of grammar such as noun phrases and modal verbs, as grammar topics at the discourse level.



### **New ways in teaching listening**

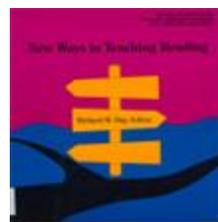
*David Nunan and Lindsay Miller, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1995.

428.34 NEW

Focuses on cognitive strategies: listening for main ideas and details, and predicting; contains activities that demonstrate the interlinked nature of listening, speaking, pronunciation, and vocabulary; provides

practical ideas for teaching aspects of stress, intonation, and register. Deals also with use of technology, as well as affective aspects of the listening process.



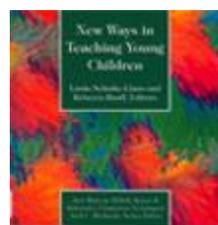
### **New ways in teaching reading**

*Richard R. Day, editor*  
Alexandria, VA :  
Teachers of English to  
Speakers of Other

Languages, 1993.

428.43 NEW

Collection of activities, exercises, and suggestions contributed by teachers who have used them in their teaching of reading in ESL and EFL classrooms around the world to help students consolidate what they've learned in other lessons, and increase their knowledge of English through exposure to new vocabulary and grammatical structures.



### **New ways in teaching young children**

*Linda Schinke-Llano and Rebecca Rauff, editors*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1996.

428.045 NEW

This volume offers 14 chapters of language activities that involve children in social interaction, real life situations, learning through the senses, actions and realia, literature, art, music, drama, storytelling and writing.

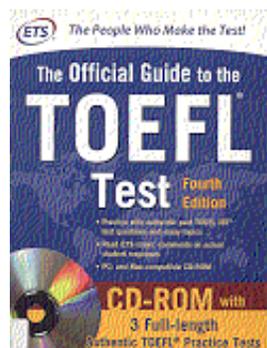


**New ways in using communicative games in language teaching**

*Nikhat Shameem, Makhan Tickoo, editors*  
 Alexandria, VA : Teachers of English to Speakers of Other Languages, 1999.

420.7 NEW

By offering teachers nearly 100 communicative activities for a variety of settings, this book helps them organize the meaningful and contextualized learning of new language items and structures as well as the practice of old ones.



**The official guide to the TOEFL test**  
*McGraw-Hill (2012)*  
 428.076 ETS 2012  
 Guide specially created by Educational Testing Service (ETS), the people who actually make the test.

Packed with everything you need to succeed on the TOEFL test, and help you get into the college or university of your choice. Includes hundreds of authentic TOEFL ibt questions and essay topics and in-depth analyzes of the multiple choice Reading and Listening sections.

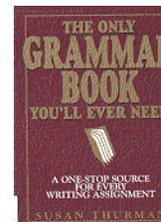


**The official Scrabble players dictionary.**  
 Springfield, MA : Merriam-Webster, Inc., 2005.  
 REF 793.734 OFF

Includes more than one hundred thousand words that are acceptable for playing Scrabble, with parts of speech, variant forms, and definitions.

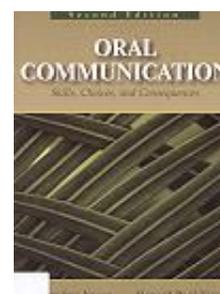
**The only grammar book you'll ever need : a one-stop source for every writing assignment**

*Susan Thurman (2003)*  
 REF 425 THU



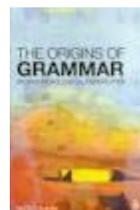
This book is the ideal resource for everyone who wants to produce writing that is clear, concise, and grammatically excellent. Whether you're creating professional documents, school papers, or personal letters, you'll find this handbook indispensable. From word choice to punctuation to organization, English teacher Susan Thurman guides you through getting your thoughts on paper.

**Oral communication : skills, choices, and consequences**



*Kathryn Sue Young, Howard Paul Travis*  
 Long Grove, IL : Waveland Press, 2008.  
 302.2242 YOU

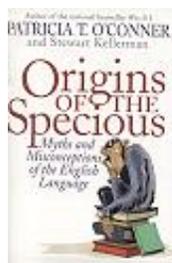
Guide to acquiring oral communication skills. Includes examples to engage students to think about the choices and consequences of their communication. Written in an informal, entertaining style, the book invites students to participate in becoming more effective communicators in family, social, and career settings.



**The origins of grammar: an anthropological perspective**  
*Martin Edwards.*

London : Continuum, 2010.  
 401 EDW

Examines the origin of language and grammar and also looks at the nature of being human. The author builds a story examining the evolutionary sources of our self-recognition, of human culture and social institutions and of the cognitive forms that lie behind our linguistic grammatical forms.



**Origins of the specious : myths and misconceptions of the English language**

Patricia T. O'Conner and Stewart Kellerman.  
New York, NY : Random House, 2009.  
422 OCO

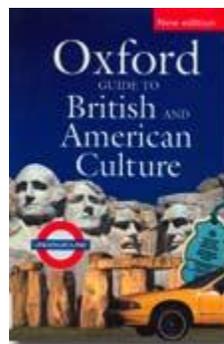
A delightfully witty and informative book for fans of Patricia T. O'Conner's previous bestseller *Woe Is I* and other popular books on language, like *Eats, Shoots & Leaves* and *The Elements of Style*. Do the British really speak better English than Americans do? Why don't French women wear brassieres? Should niche rhyme with quiche? Not so fast--the answers may surprise you! In this fascinating book, the authors cover the whole nine yards (another source of lore!) and debunk myths that have bamboozled word-loving fans of their popular blog, books, and broadcasts



**Overtested : how high-stakes accountability fails English language learners**

428.0076 PAN  
Explores what is often overlooked in policy debates about the

education of English languages learners: how the day to day dynamics of the classroom are affected by high-stakes testing and the pressures students and teachers experience and internalize as a result.

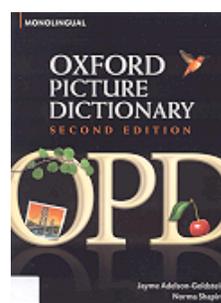


**Oxford guide to British and American culture: for learners of English**

New York, NY : Oxford University Press, 2005.

REF 423.1 OXF

This is the most up-to-date Guide to British and America culture that gives you an insight into what's important in both countries today, what's popular, and what people feel strongly about. It's written for learners of English, in language that's easy to understand.

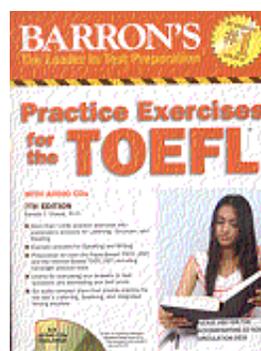


**Oxford picture dictionary. Monolingual**  
Jayme Adelson-Goldstein, Norma Shapiro.

New York, NY : Oxford University Press, 2008.

REF 423.17 ADE  
Includes 4000 words

presented in clear, vibrant illustrations that meet the needs of today's language learners. Intro pages present the most essential vocabulary for learners at all levels, and story pages promote reading development and critical thinking skills.



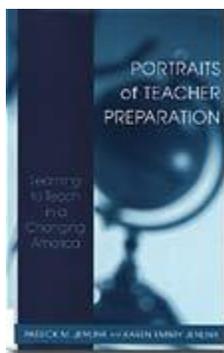
**Practice exercises for the TOEFL Test of English as a foreign language**

Pamela J. Sharpe (2011)

428.076 SHA 2011  
Prepares you to succeed on the

paper-based TOEFL (PBT) and the Internet-based TOEFL (IBT), with more than 1000 practice questions with explanatory answers, and updated to reflect both current

TOEFL tests format. Includes questions for listening, speaking, structure, reading, and writing, two TOEFL model test, and six enclosed audio compact discs give you hours of practice.



**Portraits of teacher preparation: learning to teach in a changing America**

*Edited by Patrick M. Jenlink, Karen Embry Jenlink*

Lanham, MD : Rowman & Littlefield Education in partnership with the Association of Teacher Educators, 2005.

370.71 POR

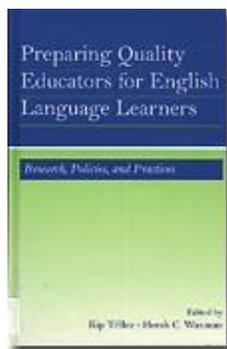
The portraits presented in the chapters explore new ways of learning to teach, set against the backdrop of a changing America. Present a narrative window that reflects a re-imagining of teacher education as culturally and ethically responsive. The contributors demonstrate an understanding on the need to set aside conventional practices for new mediums of expression and learning and constructing new and alternative pedagogies for learning.

**Preparing quality educators for English language learners : research, policies and practices**

*Edited by Kip Téllez, Hersch C. Waxman*  
Mahwah, NJ : L. Erlbaum Associates, 2006.

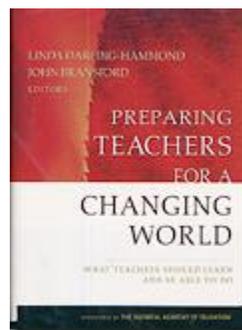
418.007 PRE

Brings together a broad range of academics, school-based educators, and policymakers to address research, policy, and practice issues related to improving the education of



English language learners in U.S. schools today. The focus is on the quality of preparation and development of pre-service and in-service educators.

**Preparing teachers for a changing world: what teachers should learn and be able to do**



*Edited by Linda Darling-Hammond [et al]*  
San Francisco, CA : Jossey-Bass, 2005.

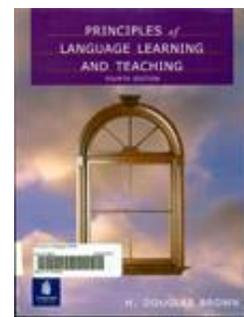
370.711 PRE

Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the class.

**Principles of language learning and teaching**

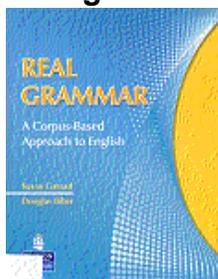
*By H. Douglas Brown*  
White Plains, NY Longman, 2000.

418.007 BRO



This book is the classic second language acquisition text used by teacher education programs worldwide. It introduces key concepts and simplifies them for students through definitions of terms, thought-provoking questions, charts, spiraling, and a classroom-friendly approach.

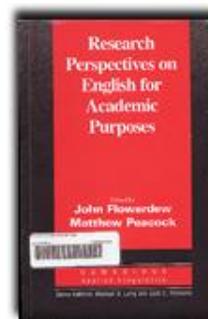
**Real grammar : a corpus-based approach to English**



*Susan Conrad,  
Douglas Biber (2009)*  
425 CON

Uses the latest corpus research to show how 50 grammatical structures are used in speech and writing. This focus on authentic usage help students move past traditional grammar texts and use English more like native speakers.

**Research perspectives on English for academic purposes**



*By John Flowerdew  
and Matthew  
Peacock*  
Cambridge, MA :  
Cambridge University Press, 2001.

428.007 RES

The number of non-native students studying in English medium universities has increased over the past decade. This growth is the interest in English for Academic Purposes (EAP). This book aims to bring to the applied linguistic community current research in EAP and its implications for pedagogy.



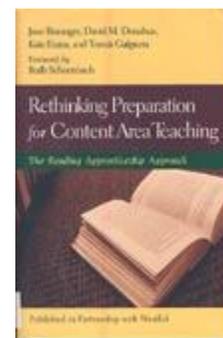
**Reflective teaching in second language classrooms**

*Jack C. Richards, Charles  
Lockhart*  
New York, NY, USA :  
Cambridge University  
Press, 1996.

418.007 RIC

Introduces teachers to ways of exploring and reflecting upon their classroom experiences, using a carefully structured approach to self-observation and self-evaluation. Teachers are encouraged to collect data about their own teaching; to examine their attitudes, beliefs, and assumptions; and then to use the information obtained as a basis for critical reflection on teaching practices.

**Rethinking preparation for content area teaching: the reading apprenticeship approach**

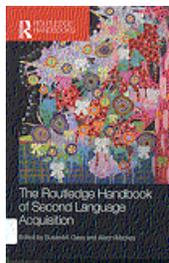


Jane Braunger [et al.]  
San Francisco, CA :  
Jossey-Bass, 2005.

428.4 RET

The authors make the case for incorporating the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways.

**The Routledge handbook of second language acquisition**



*Edited by Susan M. Gass and Alison Mackey (2012)*  
REF 401.93 ROU

This handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment . All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development.

**Rush Hour Inglés : un curso de idioma musical para los que tienen prisa**

*Howard Beckerman (2008)*  
S AB 428.3461 BEC



*Rush Hour* usa la fuerza de melodías contagiosas y ritmos dinámicos para introducirle a las expresiones básicas y el vocabulario de la vida diaria en inglés. Un curso de idioma musical para principiantes y avanzados para los que tienen prisa.

**6 claves para aprender inglés : habilidades que necesitas para hablar y entender el inglés y los pasos que puedes tomar hoy**



*Daniel Welsch (2012)*  
S 428.2421 WEL

Guía para el estudiante de inglés que indica las habilidades que necesita para hablar y entender el idioma. Explica las mejores maneras de practicar y aprender vocabulario y gramática, además de cómo soltarse en la conversación.



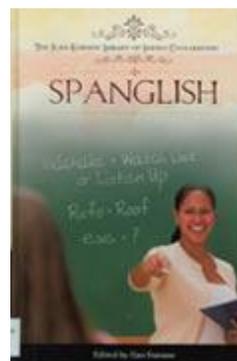
**Slang : the people's poetry / Michael Adams.**

*New York, NY : Oxford University Press, 2009.*  
427.09 ADA

Covers this perennially interesting subject in a serious but highly engaging way, illuminating the fundamental question "What is slang?" and defending slang and all forms of nonstandard English, as integral parts of the American language.

**Spanglish**

*Edited by Ilan Stavans*  
Westport, CT : Greenwood Press, 2008.



460.4221 SPA

This volume collects a handful of exploratory socio-linguistic essays on the history and linguistic development of Spanglish and the challenges it poses on a number of areas, among them, education. It's also included a chronology about the politics of the language in the United States.

**Spanglish : the making of a new American language**

*Ilan Stavans*  
New York, NY : Rayo, 2004.



REF 422.461 STA

The emergence of Spanglish as a form of communication is one of the more influential markets of an America gone Latino. Spanish has become ubiquitous in the last few decades, but north of the Rio Grande has not spread in its pure Iberian form; on the contrary, it is the astonishing creative linguistic amalgam of tongues used by people of Hispanic

descent: neither Spanish nor English, but a hybrid, known only as Spanglish.



**Spanish-English  
English-Spanish pocket  
medical dictionary =  
Diccionario médico de  
bolsillo español-inglés  
inglés-español**

*Onyria Herrera McElroy, Lola*

*L. Grabb.*

Philadelphia : Wolters Kluwer  
Health/Lippincott Williams & Wilkins, 2008.

REF 610.3 MCE

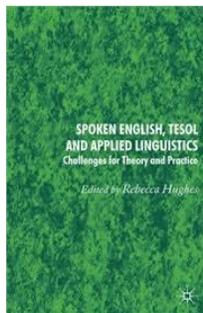
Contains over twelve thousand  
alphabetically arranged entries that provide  
definitions of medical terminology, translated  
from Spanish to English, and from English to  
Spanish.

**Spoken English, TESOL, and  
applied linguistics : challenges for  
theory and practice**

*Edited by Rebecca Hughes  
(2008)*

428.0071 SPO

A collection of cutting-edge  
studies on spoken language  
and applied linguistics  
provided by leading scholars  
in the field, this volume  
combines lively, and at times  
challenging, theoretical  
debates with discussion of a  
more classroom-based nature.



**The story of human  
language**

**[videorecording]**

*John McWhorter (2004)*

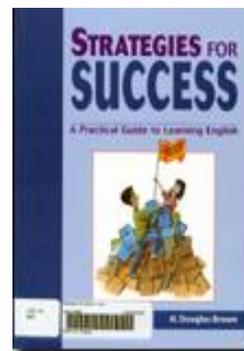
DVD 410.9 MCW

Professor McWhorter  
delivers lectures tracing the  
origins and history of language.

**Strategies for  
success: a  
practical guide  
to learning  
English**

*By H. Douglas  
Brown*

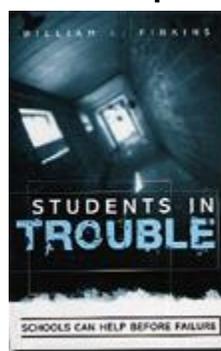
White Plains, N.Y :  
Longman, 2002.



428.24 BRO

Gives students and teacher to take a fresh  
look at the learning process. It guides  
students to become aware of their learning  
styles and to develop strategies to make  
their language learning successful.

**Students in Trouble : Schools Can  
Help before Failure**

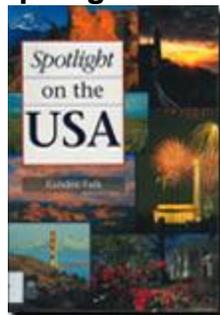


*William L. Fibkins*  
Lanham, MD :  
Scarecrow  
Education, 2005.

373.14 FIB

Helps educators  
come face to face  
with this flawed  
system, adopting  
the concept of a school-wide intervention  
system that includes many open and inviting  
doors for help. This book recognizes the  
resistance some people will offer to such an  
approach, but then counters it by showing  
how to get them to be a part of a new  
helping process, be trained, and be an

**Spotlight on the USA**

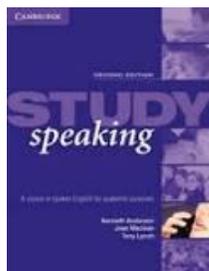


*Randee Falk*  
New York, NY : Oxford  
University Press,  
1993.

428.64 FAL

Travel from region to  
region, learning about  
culture, history, and  
everyday life in the United States. Explore  
the natural wonders of the West, shop the  
streets of New York and Los Angeles, or  
float down the Mississippi River in a raft.  
From the wilderness of Alaska to the  
sunshine of Key West, this book takes you  
there.

important cog in the schools' intervention process.



**Study speaking : a course in spoken English for academic purposes**

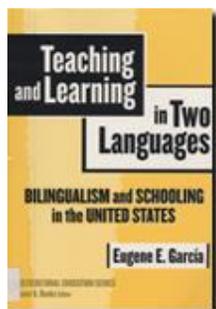
*Kenneth Anderson ; Joan Maclean ; Tony Lynch (2007)*

428.83 AND

For intermediate level and above students who need to speak English in connection with their academic work. It is intended primarily for use on language programs preparing learners of English for study at university or college.

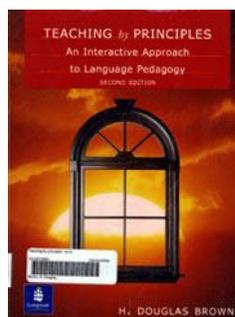
**Teaching and learning in two languages: bilingualism & schooling in the United States**

*Eugene E. Garcia*  
New York : Teachers College Press, 2005.



370.117 GAR

The author uses a research-based and complex analysis to describe the ways in which students learn a second language and how schools can best facilitate the acquisition of a second language by bilingual students. Provides a comprehensive description of the theory and research on second-language teaching and learning, identifies the characteristics of effective bilingual education programs, and presents examples of school programs that exemplify these characteristics.



**Teaching by principles: an interactive approach to language pedagogy**

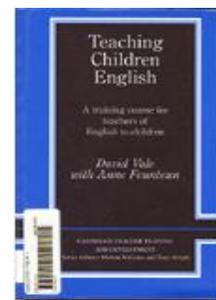
*By H. Douglas Brown.*  
White Plains, NY : Longman, 2001.

418.007 BRO

This is a methodology text used in teacher education programs around the world. It offers a comprehensive survey of practical language teaching options, all firmly anchored in accepted principles of language learning and teaching.

**Teaching children English: a training course for teachers of English to children**

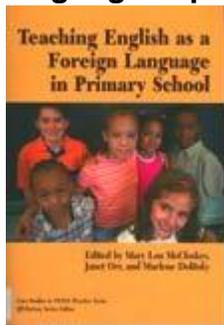
*By David Vale with Anne Feunteun*  
Cambridge, UK ; New York : Cambridge University Press, 1995.



428.007 VAL

This is a training course for teachers of English as a foreign language to young learners, aged 7 years and over. The book is intended for native and non-native teachers, and their trainers.

### Teaching English as a foreign language in primary school

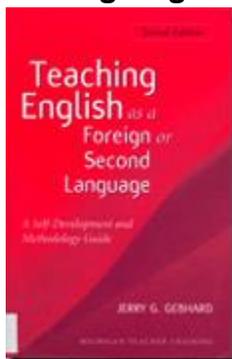


*Edited by Mary Lou McCloskey [et al]*  
 Alexandria, VA :  
 Teachers of English to  
 Speakers of Other  
 Languages, 2006.

428.045 TEA

Language educators and program implementers from various countries describe programs and practices designed to support English instruction for primary-aged learners. This volume highlights the global role of English as it emerges as the major foreign language in many primary schools around the globe, and the authors offer numerous insightful curricular innovations and classroom success stories.

### Teaching English as a foreign or second language: a teacher self-development and methodology guide

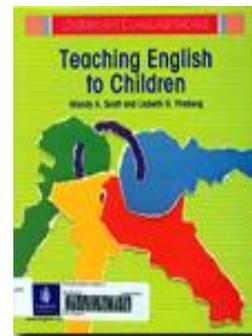


*Jerry G. Gebhard*  
 Ann Arbor, MI :  
 University of  
 Michigan Press, 2006.

418.007 GEB

Designed for those new to ESL/EFL teaching and for self-motivated teachers who seek to maximize their potential and enhance the learning of their students. This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing.

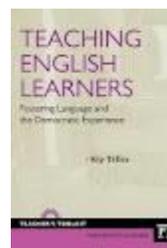
### Teaching English to children



*By Wendy A. Scott  
 and Lisbeth H.  
 Ytreberg.*  
 New York, NY :  
 Longman, 1990.

428.045 SCO

It is full of ideas and activities which can be adapted for use with children of any age and it gives much practical advice on the planning of lessons and the organization of the classroom.

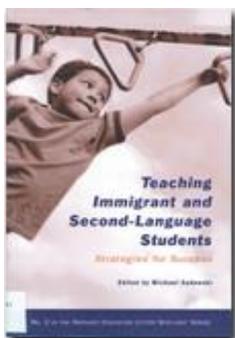


### Teaching English Learners : Fostering Language and the Democratic Experience

*Kip Téllez.*

Boulder, CO : Paradigm Publishers, 2010.  
 428.24 TEL

Examines the role of the teacher in introducing and inspiring students to learn both a new language and a new society. Offers alternative views of language and shows how a deeper understanding of it can shape and enrich the lives of both students and teachers. Helps to understand the important lineage and profession they have joined and the urgent role they play as agents of democratic ideals and action.



**Teaching immigrant and second-language students: strategies for success**

By Michael Sadowsk  
Cambridge, MA:  
Harvard Education  
Press, 2004.

371.97 TEA

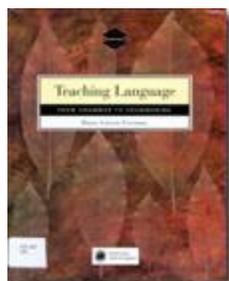
This volume draws on the work of teachers, administrators, and researchers to identify the practices that reach immigrant and second-language students most effectively.

**Teaching language: from grammar to grammaring**

By Diane Larsen-Freeman  
Boston, MA :  
Thomson/Heinle,  
2003.

428.007 LAR

This book explores the regular, predictable elements of language as well as the potential creativity of its underlying system. By combining a wide range of view points with her own personal experiences and studies, Diane Larson-Freeman challenges the static descriptive ideas of grammar, based on rules, and promotes the more fluid and dynamic notions of reason-driven "grammaring", which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately



**TOEFL iBT : internet-based test**

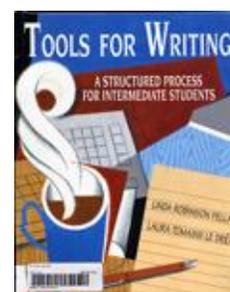
Pamela J. Sharpe(2013)  
428.076 SHA 2013  
Includes seven full-length model tests for the Internet-Based TOEFL, explanations or

examples for all questions, including sample essays and speaking responses, and a glossary of academic vocabulary which supports all TOEFL sections.

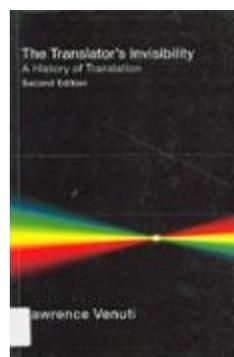
**Tools for writing**

By Linda Robinson Fellag, Laura Tomassi Le Dréan  
Pacific Grove, CA :  
Heinle & Heinle, 1995.

808.042 FEL



This book provides a structured, process approach with the "tools"-rhetoric, sentence structure, vocabulary, and grammar-that students need to become successful writers.

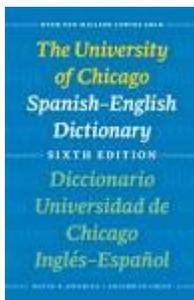


**The translator's invisibility : a history of translation**

Lawrence Venuti  
London ; New York,  
NY : Routledge, 2008.

418.0209 VEN

Providing a fascinating account of the history of translation from the seventeenth century to the present day, Venuti shows how fluency prevailed over other translation strategies to shape the canon of foreign literatures in English and investigates the cultural consequences of the domestic values which were simultaneously inscribed and masked in foreign texts during this period.



**The University of Chicago Spanish-English Dictionary**

*Originally compiled by Carlos Castillo and Otto F. Bond (2012)*

463.21 UNI

Completely updated and revised-the most current concise dictionary

available. Includes thousands of new entries, up-to-date coverage of new vocabulary in medicine, business, digital technology, and sports. Completely bilingual, with American English and the essential vocabularies of both Latin American and Iberian Spanish.



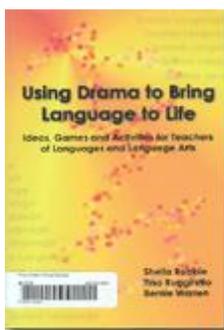
**Webster's new explorer vocabulary skill builder**

Mary Wood Cornog  
Springfield, MA : Federal Street Press, 2008.

REF 423.82 COR

This dictionary expands your vocabulary and

enhances your reading comprehension and communication skills. It includes 25 lessons introducing more than 3,000 new words and definitions, pronunciation and usage examples. Hundreds of quizzes test your progress.



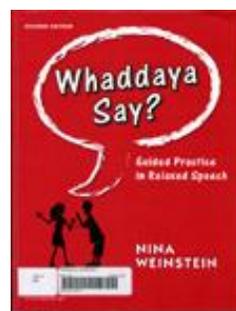
**Using drama to bring language to life: ideas, games and activities for teachers of languages and language arts**

*By Sheila Robbie, Tina Ruggirello, Bernie Warren*

North York, Ont : Captus Press, 2001.

407 ROB

This is a practical handbook for those teaching or learning to teach languages or language arts. It provides careful instructions of various theatrical techniques to assist students and teachers throughout the stages from enrollment in dramatic role-play experiences to serious contemplation and critique.



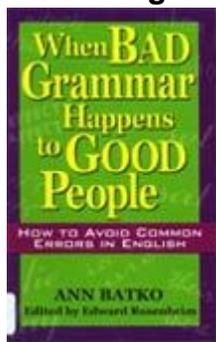
**Whaddaya say?: guided practice in relaxed speech**

*By Nina Weinstein*  
White Plains, NY : Longman, 2001.

428.3 WEI

Helps intermediate to high-intermediate students understand English as it is really spoken. This easy-to-use listening program familiarizes students with the rapid speech commonly used in everyday life. In recognizing the difference between careful, slow speech and relaxed, fast speech, students will improve their comprehension of spoken English both inside and outside of the classroom.

**When bad grammar happens to good people:**



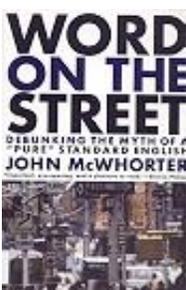
**how to avoid common errors in English**

*Ann Batko*  
Franklin Lakes, NJ :  
Career Press, 2004.

428.007 BAT

Program designed to help the reader to identify and correct the most common errors in written and spoken English. Each chapter contains tests to help reinforce what you've learned. The information is presented in a clear, lively and conversational style.

**The word on the street :**

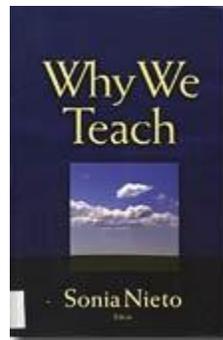


**debunking the myth of "pure" standard English**

*John McWhorter.*  
Cambridge, MA : Perseus  
Pub., 2000.

306.44 MCW

A barbed rebuttal to the conservative view that popular culture is destroying a "pure" standard English language, this book confronts some of today's major misconceptions about language. In considering the speech patterns and accents of many U.S. regions and ethnic groups, the author demonstrates how language has evolved from a group of disparate dialects into "proper" English and is still evolving today.



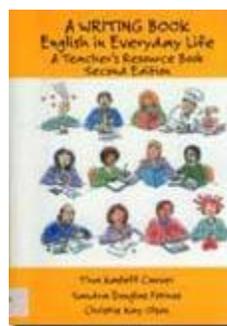
**Why we teach**

*Edited by Sonia Nieto*  
New York, NY :  
Teachers College  
Press, 2005.

371.1 WHY

The teachers in this book, like so many across the country, do the kind of work that many not grab headlines but is far more important than even the highest test score: These teachers listen closely to their students and they share in their students' struggles and successes.

**A writing book, English in everyday life : a teacher's resource book**



*Tina Kasloff Carver*  
*[et al]*  
Upper Saddle River,  
NJ : Prentice Hall  
Regents, 1998.

808.042 CAR

This book includes: over 100 reproducible writing lessons for English in everyday life, all lessons designed as cooperative learning activities, forms, journals, lists, greeting cards, notes, messages, directions, checks, schedules, and more, ten optional flip-sides for additional practice, and activities guide with suggestions for teaching each activity.