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符號說明



冊數



搭配線上學習



搭配教學簡報軟體

TOEIC®

提供多益模擬練習卷



CEF級數



搭配影片光碟



搭配教學PowerPoint

GEPT®

提供全民英檢模擬練習卷

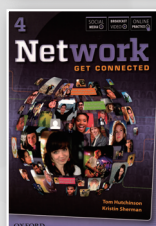
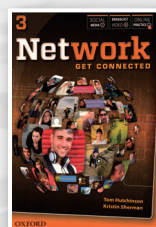
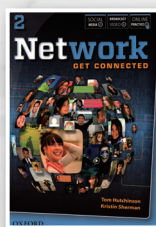
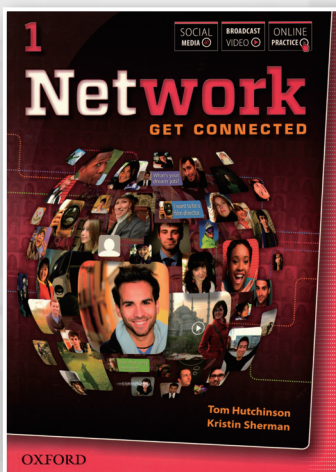
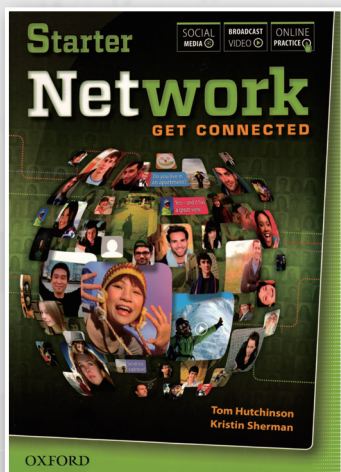
TOEFL iBT			29	47	71	83	109
IELTS			3	4	5.5	6.5	7.5
GEPT			初	中	中高	高	優
TOEIC		120	225	550	785	945	
BULATS			1	2	3	4	5
CEF	Pre-A1	A1	A2	B1	B2	C1	C2
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8	English Explorer		Book 1	Book 2	Book 3	Book 4	
10	New American Inside Out		Beginner	Elementary	Pre-intermediate	Intermediate	Upper-intermediate
							Advanced
11	English in Action		Book 1	Book 2	Book 3	Book 4	
12	Hemispheres		Book 1	Book 2	Book 3	Book 4	
13	Outlook		Basic	Book 1	Book 2	Book 3	Book 4
14	Expressions		Intro	Book 1	Book 2	Book 3	
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Page	Listening & Speaking						
16	Pathways (L&S)		Foundations	Book 1	Book 2	Book 3	Book 4
18	Experiencing English			Book 1	Book 2	Book 3	
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			29	47	71	83	109
TOEFL iBT							
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BULATS			1	2	3	4	5
CEF	Pre-A1	A1	A2	B1	B2	C1	C2
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		Intermediate					
		Upper-intermediate					
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47	Achieve TOEIC Bridge	Achieve TOEIC Bridge					
48	Passport	Book 1	Book 2				

Network

善用社群媒體，幫助學生輕鬆學英文



第一套以社交技巧學習為主軸的教材

提供最有意義且深具啟發的內容，運用豐富多元的社交活動，幫助學生熟悉在學校、生活和工作上的英語技巧。

一頁一重點，容易教學，也容易學習

每頁都只有一個學習重點，例如 Conversation page、Vocabulary page、Grammar page 等等，讓老師備課時間降到最低，也容易追蹤學生學習進度。

★ Your Network

提供不同的學習任務，例如：對話錄音、影片欣賞、線上活動練習，幫助學生在課堂與線上都能以英語溝通。

★ Real-World Listening

BBC Motion Gallery 原始影片內容或取自他處的真實聽力素材，開拓了學生視野，真實紀錄片也培養學生對真實語料的聽力技巧。

★ Get Connected

提供幫助學生建立各種的社群媒體溝通技巧，像是撰寫個人檔案、英語部落格的發文、加強英文網路禮儀等等。文法採用「引導發現教學法」，引領學生透過文法範例，學習歸納文法重點。

Network Online Practice 線上作業

- 每冊皆有 128 組全新的線上聽說讀寫練習
- 取自課本影片聽力素材，搭配全新的題目，有別於課本的練習題，作為課後複習，加深學習印象
- 搭配線上即時閱卷系統，馬上訂正錯誤，幫助學生達成課程學習目標
- 提供課本聽力音檔，學生可以自行下載多做練習
- 額外 20 組考卷，方便老師隨時測驗
- 教師管理平台輕鬆掌握學生學習進度

Network iTools 互動教學軟體

功能強大，內含課程所有音檔、影片檔、活動單元卷、課本頁面、電子白板工具等等，老師可隨手取得想要的資源，豐富上課內容並輕鬆和學生互動。

配件清單

- | | |
|---|------------------------------|
| 1. Student Book with access to Online Practice | 4. Class Audio CDs |
| 2. Interleaved Teacher's Book with Testing Program CD-ROM | 5. DVD |
| 3. Workbook with Listening | 6. iTools 互動教學軟體 |
| | 7. GEPT Test Bank (Book 1-4) |

老師怎麼說

1. 結合學生們喜歡的社群網站進行教學活動，挺新鮮有趣。
2. 步驟清楚，容易教學，不必擔心學生跟不上。
3. 聽力練習都是擷取真實素材，很棒！
4. 搭配線上學習，讓學生多一份練習，我也可以定期追蹤學習成效。

1 一頁一重點，容易教學，也容易學習

UNIT 9 Where were you?

YOUR NETWORK

Go to Oxford Learn to record your voice in the conversations on pages 58 and 62.

Go to Oxford Learn to watch video about Memphis, an American city.

Network! Go online to find someone from another country who went to a fun place last weekend. Share on page 63.



Online Practice

A CONVERSATION: We were at a play.

1 Look at the picture. Where are they?

2 Read and listen.

Sarah: Were you at home last night?
Ryan: No, we weren't. We were at a play.
Sarah: Was it good?
Ryan: No, it wasn't. It was boring, and the actors weren't very good.
Sarah: What play? Was it *The Orange Tree*?
Ryan: Yes.
Sarah: Oh, no. We have tickets for that play tonight!

3 Work in pairs. Practice the conversation.

4 Stand and ask your classmates about where they were last night.

Were you at home last night?
Yes, I was./No, I wasn't.

What did you do?
Where were you?


2 「Your Network」 提供不同的學習任務，例如：對話錄音、影片欣賞、線上活動練習

3 BBC Motion Gallery 原始影片內容或取自他處的真實聽力素材

F REAL-WORLD LISTENING: An American city

1 Look at the photo and map. What do you know about Memphis? What do you think it is famous for?

2 Watch or listen to the report about Memphis. What kinds of music does the narrator mention? Where can you hear this music?



Online Practice

3 Watch or listen again. Match the place with the correct description.

<p>1. Sun Studio</p> <p>2. Beale Street</p> <p>3. Peabody Hotel</p> <p>4. Graceland</p> <p>5. Lorraine Motel</p>	<p>a. There are over 25 clubs here.</p> <p>b. This was Elvis Presley's house.</p> <p>c. Rock and roll was born here.</p> <p>d. This place is now a museum.</p> <p>e. This place is in an ideal location.</p>
--	--

4 Imagine your partner is visiting your hometown. What places are good to visit? What can you do and see there? Tell a partner.

Places	Things to do and see

YOUR NETWORK

IN CLASS: Interview three classmates. Where was each person last weekend? What did he/she do there?

ONLINE: Tell a partner about someone from your social network. What country is the person from? What fun place did he/she go last weekend? What did he/she do there? You can share a picture of this person.

UNIT 9 | Where were you? 63

>>>> Now I can... talk about things to do and see in a city.

4 「Get Connected」 提供幫助學生建立各種的社群媒體溝通技巧

GET CONNECTED

Blogging

The word *blog* is a short form of *weblog*. A blog is a website with information that is posted every day or every week. Usually one person writes a blog, but sometimes many people write for the same blog. Each piece of writing is called a post. The posts are in time order. They start with the newest and go back in time.

Blogs usually have:

- >> a main area for writing
- >> a list of old blog posts
- >> a place for people to comment
- >> links to other sites

Blogs can be about many things. They can talk about political issues or give news. They can be someone's personal thoughts. Or they might be about specific topics, such as sports, gardening, or healthy foods for children.

GET Started

1 Look at the blog on page 85. What is the topic? Do you think it's interesting? Why or why not? Discuss with a partner.

2 Read the blog. Why does the blogger like slides? Write two reasons.

1. _____

2. _____

GET Together

3 Read the comments by Victor and Jin. Who do you agree with? Why? Discuss with a group.

4 What technology (computers, audio, video, slides, etc.) do you like to use to learn English? What do you think works in a classroom? What works when you study at home? Discuss your ideas with a different group.

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5 Network Online Practice 線上作業，128 組全新的線上聽說讀寫練習



English in Common

完全比照 CEF 能力指標設計課程



English in Common motivates learners through Can Do objectives which give direction and purpose, ensuring students know what they are learning, why they are learning it, and how they will be able to use the language outside of the classroom.

完全比照 CEF 能力指標設計課程

目標導向教學，透過聽說讀寫的練習設計，幫助學生接觸、探索並演練實際生活中所使用的道地英文。

清楚明確的學習目標

每單元包含三個學習重點 Lesson 1-3 和一個複習總結 Lesson 4。以雙頁方式呈現，讓教學內容一目了然。

★ Listening

包羅萬象的聽力素材，從短篇對話到較具挑戰性的廣播節目摘錄、長篇對話、面談等等，訓練常見聽力技巧。

★ Speaking

有趣的討論主題，幫助學生提升口語流利度，清楚的教學步驟與說明，引導學生思考該如何開口，學生不會無所適從。

★ Reading

節錄許多日常生活中會看到的真實素材，內容包括：短篇文章、廣告、報紙、雜誌和小說節錄內容等等。

★ Grammar

文法採用「引導發現教學法」，引領學生透過文法範例，學習歸納文法重點。

★ Writing

寫作練習符合國際趨勢與考試需求，「Writing Bank」涵蓋不同寫作文體說明、寫作注意事項與技巧。

教學影片

提供學生生活與工作上面臨各種不同的口音與情境實況。

豐富的多媒體教學配件

包括題庫光碟、教學簡報軟體、可列印教學資源等，讓教學更得心應手。

配件清單

- | | |
|----------------------------------|--|
| 1. Student Book with Active Book | 豐富的題庫 |
| 2. Teacher's Resource Book | 1. Placement Test |
| 3. Workbook | 2. Test Bank (Unit Tests / Review Tests / Final Tests) |
| 4. Audio Program | 3. GEPT Test Bank (Book 1-4) |
| 5. Video | 4. TOEIC Test Bank (Book 1-4) |
| 6. Active Teach 教學簡報軟體 | |

老師怎麼說


1. 步驟清楚好教，很有連慣性，也很有邏輯。
2. 貼近現實生活，例如練習中已經用到了新的單字 - App (手機應用程式)。
3. Active Grammar 的設計很用心，訓練學生自己歸納文法規則，更能加深印象。
4. 穿插很多的 pair work，讓學生有很多練習的機會。
5. 書本重量不會太重，讓學生的負擔不會太大。

1 有趣的學習內容，容易引起學習興趣與動機

LESSON 1 Tell a friend about your future plans
GRAMMAR *be going to*: future

Reading

1 Read the article and then answer the questions below.



Jamie Oliver

Food lovers everywhere love the celebrity chef Jamie Oliver. One big reason is his simple, easy, and above all tasty recipes, which he has put together in some excellent cookbooks. Good food was always very important in Jamie's family. His parents had a pub in the south-east of England, and from the age of eight he started cooking and helping the chefs.

Not long ago, he started a new project. He opened a restaurant called "15" in East London. He gave himself nine months to take a team of unemployed 16 to 24-year-olds with almost no previous cooking experience and turn them into top-class chefs. Jamie says his biggest lesson is that each individual needs a different approach. Some people learn quickly, and others need a little more time.

The project also became a TV series called *Jamie's Kitchen*, which millions of people watched. One of the real success stories was KerryAnn Dunlop. Originally, she didn't get into college, but after Jamie took her on, everything changed.

Now she runs her own section of the kitchen. "Everyone is still having a really good time. We get tired sometimes, but we have fun in the kitchen, and seeing everyone enjoying the meals we've prepared makes us all feel good." And about Jamie, she says, "He's fantastic. He's like a big brother or best friend to me now."

So what is she going to do next? "I think I'd like to work abroad. I'm going to apply for a job in a top New York restaurant."

- Why is Jamie Oliver's food successful?
- When did Jamie start cooking?
- Who did Jamie employ as chefs?
- What is surprising about KerryAnn's story?
- How does she feel about Jamie?
- Where would she like to work next?

2a Match a word or phrase from A with a word from B to make phrases from the article.

A	B
a real success <u>story</u>	restaurant
top-class _____	story
no previous _____	chef
open a _____	abroad
tasty _____	experience
work _____	recipe

b **Pair Work** Take turns making sentences about Jamie or KerryAnn using the phrases above.

KerryAnn is one of the real success stories of the project.

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LESSON 2 Talk about your abilities
GRAMMAR *can, could, be able to*: ability

Reading

1 **Pair Work** Read the article. Then take turns asking and answering the questions below.

World's Youngest Billionaire



Who is the world's youngest billionaire? Mark Zuckerberg, founder and CEO of Facebook. Born in New York in 1984, he became interested in creating computer programs when he was in high school. Then in 2004, during his second year in college, he created an online directory where all the students at his college could be listed. He launched it from his dorm room and called it "thefacebook.com." A few months later, Zuckerberg dropped out of college to work on the program, and the rest is history. Facebook now has over 500 million users around the world.

What is Zuckerberg's lifestyle like? Although he's worth over \$4 billion, he wears sneakers and jeans, lives in a small one-bedroom apartment, and sleeps on a mattress on the floor. He is frequently up working until 6 or 8 a.m. and sometimes doesn't sleep for days. What makes him happy? He is able to do the work that he loves. And he hopes he will be able to continue to build new ways for people to connect in the future. As he says, "The thing I'm most excited about is what we're building now. And I can't talk about that."

- How old was Zuckerberg when he created Facebook?
- What was the original purpose of Facebook?
- Does Zuckerberg have expensive tastes? Explain.
- What is his work schedule like?
- What motivates Zuckerberg?
- What does he hope he will be able to do in the future?

2 **Group Work** Discuss.

- Would you like to have Zuckerberg's lifestyle and work routine? Why or why not?
- What are the pros and cons of being a wealthy CEO when you are young?
- What kind of work do you really love doing? Would you like to be able to devote your life to it?

Grammar | *can, could, be able to*: ability

3 Look at the underlined verb phrases in the reading. Then complete the Active Grammar box with *can/can't, could, is/are able to, or will be able to*.

Active Grammar

- Use _____ or _____ to talk about ability in the present.
- Use _____ or *was/were able to* to talk about ability in the past.
- Use _____ to talk about ability in the future.

See Reference page 96

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2 課程單元設計完全比照 CEF 能力指標

3 文法表格整理，並採「引導發現教學法」讓學生觀察文法重點並思考推演正確用法

4 句型用法整理

LESSON 1 Describe a person's physical appearance
GRAMMAR *real conditional*

Reading and Speaking

1 **Group Work** Discuss.

- Do you read any "celebrity" magazines or watch TV shows about celebrities? Why or why not?
- Who is the woman in the photos? What do you know about her?
- Do you think she looks different in the two photos? Why?

2 **Pair Work** Read the article and then take turns asking and answering the questions below.

The perfect body




Most people were surprised when Renée Zellweger got the part of Bridget in the 2001 movie *Bridget Jones's Diary*. The movie is about a young woman who worries about work, her weight, and men. Zellweger is a slim American woman—completely different from Bridget, who is English and overweight.

So what did Zellweger do to get the part right? She had lessons to improve her English accent and she put on about 24 pounds (11 kilos). For several months she didn't do any exercise and she ate a lot of pizza, peanut butter sandwiches, and chocolate. Although it was fun at first, she often felt very sick.

Zellweger put the weight on because she thought it was important to be as real as possible. She was surprised, however, by people's criticisms. People criticized her for being fat when she put on weight for the film. Then they criticized her again for being too skinny when she lost weight after the film. She realized it's almost impossible to have the perfect body in the eyes of the media.

So why did she do it? Well, money was probably one reason. On top of her \$15 million salary, she earned \$225,000 for every 2.2 pounds (1 kilo) she put on. That's an extra \$2.5 million! And it didn't stop there. A British diet magazine paid her \$3.5 million to lose all the weight again. So perhaps Zellweger doesn't need to care about the criticism when she earns all this money!

- Why were people surprised that Renée Zellweger was playing Bridget Jones?
- How did she put on weight?
- Why did Zellweger come to believe that "it's almost impossible to have the perfect body in the eyes of the media"?
- How much did she make in total by putting on and taking off weight?

3 **Pair Work** Read these opinions. Which one(s) do you agree with and why?


- People worry too much about weight.
- Putting on 24 pounds is dangerous.
- I would do the same in her situation.

5 **Pair Work** 幫助學生演練實際生活所使用的道地英文

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Vocabulary | appearance

4a **2.02** Look at the pictures. Listen to two people playing "Guess who...?" Which two people are they describing?



b **Pair Work** Describe people you know. Use words from the How To box.

c Play "Guess who...?" with a partner, using the pictures above.

How To:

Modify adjectives

With positive adjectives: He's *very/really* good-looking.
He's *pretty/fairly* muscular.

With negative adjectives: She's *very/really* skinny.
He's *a little bit/slightly* overweight.

With comparative adjectives: She's *much/a lot* more attractive than most.
She's *a little bit/slightly* taller than average.

Grammar | *real conditional*

5 **2.03** Listen and answer the questions.

- What product is the ad for?
- Is the product for men, women, or both?

6 Circle the correct underlined choice for each rule in the Active Grammar box.

Active Grammar

- The real conditional talks about a possible / impossible situation in the future.
If you use the cream once a day, you'll have softer skin.
You'll notice the difference if you use the cream twice a day.
- Make the real conditional with: *If + simple present / present continuous, and will/won't + verb.*
The "if clause" comes first / either first or second.

See Reference page 76

7 Complete the sentences with the correct form of the verbs in parentheses.

- If you _____ (eat) a lot of junk food, you _____ (put) on weight.
- You _____ (not/sleep) well tonight if you _____ (drink) all that coffee.
- If he _____ (not/call) you, what _____ (you/do)?
- He _____ (not/have) any money left if he _____ (buy) any more DVDs.
- If you _____ (not/train) now, you _____ (not/be able) to run the race.
- _____ (you/call) me if your bus _____ (be) late?

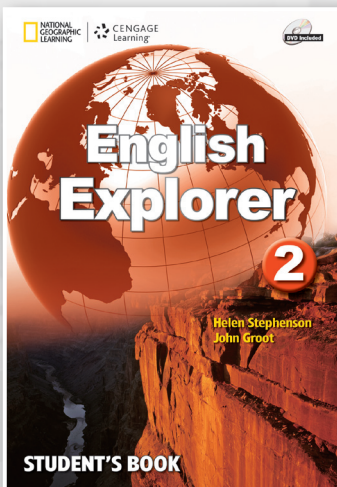
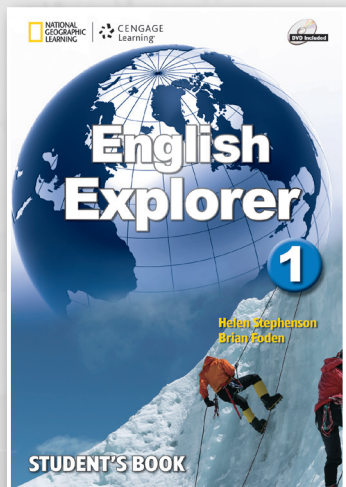
8 **Pair Work** Complete these sentences about you. Then compare your sentences.

- If I have time tomorrow, ...
- If I don't go out this evening, ...
- If it rains this weekend, ...
- If my English is good enough next year, ...

UNIT 7 69

English Explorer

➔ 涵蓋文化探索與跨學科學習的有趣教材



English Explorer is a motivating new four-level series, with a strong international focus. It combines a communicative approach to learning English with stunning National Geographic images, video and content.

有趣的學習內容，提高學生學習動機與參與感

結合國家地理頻道的精緻圖文、影片與內容，進行英語教學、文化探索、跨學科知識學習，增加學習廣度與深度。

複習單元

兩個單元後提供一回包含 Vocabulary, Grammar, Communicate 等不同性質的 Review Test，驗收學生學習成果。

由淺入深的課程設計

每單元劃分 A (單字、文法) B (聽力、閱讀) C (對話、寫作) D (跨文化討論) 四個學習重點，由淺入深漸進式培養英文實力。

★ Working with words

字彙教學整理，課本後面附上全彩圖解單字或單字用法整理表，搭配字彙練習題，增加語彙能力。

★ Grammar

清楚釐清文法概念，每單元皆有關鍵文法總整理，複習文法更有效率。

★ Culture & CLIL

結合跨文化與實用的跨學科主題，例如生物、歷史、音樂等，配合英文字彙與句型的使用，有效增進學生的語言能力。

★ Video and Video worksheet

國家地理頻道影片搭配專為影片設計的 Video worksheet，提供學生具知識性與趣味性的影音延伸學習。



配件清單

- | | |
|---|-------------------------------------|
| 1. Student Book with Multi-ROM (Audio CD/Video) | 5. Teaching PowerPoint Presentation |
| 2. Teacher's Book | - Unit PowerPoint |
| 3. Video | - Video PowerPoint |
| 4. Test Bank | - Grammar PowerPoint |
| | 6. Vocabulary List (Book 2-4) |



老師怎麼說

- 內容很豐富，我特別喜歡它選材部分融合了各國文化訊息，學生也都對這個很感興趣。
- 搭配影片的練習卷直接就附在課本後面，還設計了 before、while、after 不同階段的練習，很棒！
- 學生本後面的 CD-ROM 附就有課本音檔和影片，我都要求學生回家複習，成效更好。
- 用圖片教單字，學生比較能夠吸收，文法也都有總整理，很方便上課使用。

1 融入文化探索單元，增加學習的廣度與深度

2 透過實用的跨學科主題來學習英文，有效增進學生的語言能力

6D Extreme New Zealand

Reading

- Look at the map and the photos. What are the people doing in each photo?
- Read about the extreme sports. Match the descriptions (1-4) with the photos (a-d).

1 Tandem skydiving
You jump out of a plane at a height of 4,500 meters. You are with an experienced jump partner. You fall through the air at a speed of 200 kilometers per hour. After 60 seconds, your partner pulls the cord of the parachute. The views are fantastic!

2 Bungee jumping
You stand on the bridge across Waitemata Harbor, in Auckland. You put on a special harness, attached to a cord. You jump off the bridge and fall to the surface of the water. You touch the water for a second. The cord stops you from going into the water. It's a terrifying experience!

3 Glacier ice climbing
You are in the World Heritage Area of Fox Glacier. A helicopter takes you to the most distant part of the glacier. You take special clothes and equipment. You spend four hours on the glacier, and then a helicopter takes you back to base. It's an amazing day out!

4 Canyon descent
You stand at the top of a waterfall. The river is extremely fast. You take a rope, and you climb down the waterfall. You swim through a section of water and rocks. You come to another waterfall. It's too dangerous. You walk through the forest to the bottom of the waterfall. You swim down the river. It's a real adventure!

Listening

- Listen to Nicky talking about her holiday in New Zealand. Which extreme sports did she try?
 - bungee jumping
 - canyon descent
 - glacier ice climbing
 - tandem skydiving
- Listen again. Which extreme sport did Nicky like doing?

Biology and English

Oxygen and exercise

1 Do you know how your body uses oxygen? Read and find out.

Oxygen and exercise

When we do activities like exercise and sports, we use our muscles. Muscles need oxygen to work.

We breathe oxygen into our lungs. The oxygen goes into our blood. The blood takes the oxygen into every part of the body. Our muscles use the oxygen. Our muscles make carbon dioxide. The blood takes the carbon dioxide to our lungs. We breathe carbon dioxide into the air.

When we do exercise, our muscles need a lot of oxygen. The heart works fast and it pumps the blood around the body. When we rest, the heart slows down.

2 Write oxygen and carbon dioxide in the correct boxes on the diagram.

Project

Find the pulse at your wrist. Count the beats in one minute. Now do some exercise – play a game, run or cycle. Count the beats again. Rest and wait five minutes. Count the beats again. Compare your results with the class.

3 圖解單字教學

4 文法總整理

6 Vocabulary Explorer

Sports and games

- badminton
- baseball
- basketball
- bowling
- cards
- chess
- computer games
- cricket
- darts
- dominoes
- checkers
- soccer
- golf
- handball
- hockey
- rugby
- squash
- table tennis
- tennis
- volleyball

Work in pairs.

A: Say a sport or game.
B: Cover the word box. Say the number.

Take turns.

e.g. A: soccer
B: 12

Unit 1 present simple

We use **present simple** to talk about things that are always true, things we do often or that happen often, etc.

It snows in winter.
My cousin lives in London.
I watch TV every evening.

I watch TV every evening.

In the affirmative, we add -s to the verb after he, she or it.
He/She/It likes music. He/She/It likes sports.

With verbs ending in -s, -sh, -ch, -x and -o, we add -es.
mass: washes watches faces goes
With verbs ending in a consonant + y, we change the -y to -ies.
study studies carry carries

In the negative, we use **don't** or **doesn't** and the bare infinitive of the main verb. We don't add -s or -es to the main verb.
I don't like history.
Kate doesn't speak Italian.

Affirmative		Negative	
I/You/We/They	love	I/You/We/They	don't (do not)
He/She/It	loves	He/She/It	doesn't (does not)
	skateboarding.		play the violin.
			like a lot of noise.

adverbs of frequency

We use **adverbs of frequency** to talk about habits or how often something happens.

100% ←————→ 0%
always usually often sometimes never

Adverbs of frequency go before the main verb.
She often goes swimming.
They always have lunch at 1 o'clock.
IT they go after the verb *be*.
It is usually cold in the winter.
We are never in bed at 9 o'clock.

Unit 2 present continuous

We use **present continuous** to talk about actions that are happening now, at or around the moment when we speak. We form the present continuous with **am, are or is** and the main verb with -ing.

I am reading a good book at the moment.
We are learning about the weather in today's lesson.
Oh no! It's raining again!

We form the negative by adding the word **not** after *am/are/is*. The short forms are the same as for the verb *be*.
I'm not feeling very well.
You aren't listening!
My webcam isn't working properly.

Unit 1 present simple

Affirmative		Negative	
I'm	(I am)	I'm not	(I am not)
You're/We're/They're	(You/We/They are)	You/We/They aren't	(are not)
He's/She's/It's	(He/She/It is)	He/She/It isn't	(is not)

We make questions in present continuous by putting **Am/Are/Is** before the subject, and then the main verb with -ing.
Am I making a lot of noise?
Are you listening to me?
Is it snowing in your town today?

In short answers we use **am I'm not, are/aren't or is/isn't**. We can't use the main verb.

Questions		Short answers	
Am	I	Yes,	I am.
Are	you/we/they	you/we/they are.	
Is	he/she/it	he/she/it is.	No, I'm not.
	reading?		you/we/they aren't.
			he/she/it isn't.

present simple and present continuous

We use the **present simple** to talk about things that someone **usually (often/always/etc)** does, and we use the **present continuous** to talk about actions that are happening **now**, at or around the time when we are talking.
Fran usually lives in Rome. She's living in Paris at the moment.
My dad works in a store. He isn't working today – it's Sunday.

Unit 3 past simple be

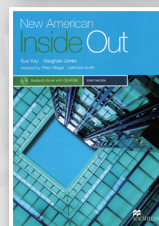
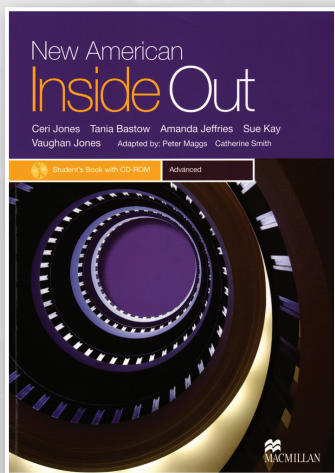
The past simple of the verb **be** is **was** and **were**.
I was quite good at acting when I was a young child.
He/She/It was the star of the film.
You/We/They were excited about going to see the movie.

The negative is **was not (wasn't)** or **were not (weren't)**.
I wasn't interested in watching the TV show.
He/She/It wasn't very good in that movie.
You/We/They weren't alive in 1964.

Affirmative		Negative	
I	was	I	wasn't (was not)
You/We/They	were	You/We/They	weren't (were not)
He/She/It	was	He/She/It	wasn't (was not)
	at the movie theater last night.		on the internet yesterday.

New American Inside Out

Macmillan 銷售第一的語言學習教材，
全球銷售超過五百萬冊！



New American Inside Out builds on the recognized strength and success of American Inside Out. It combines a renewed commitment to meaningful presentation and meaningful communication with: New improved design / New engaging content / New grammar and vocabulary support / New focus on functional language / New interactive tasks.

經過各國英語教學機構實際使用，
證實是真正有效的英語學習課程！

★ Listening & Pronunciation

有廣播節目、日常對話、經典流行歌曲等，也包含多國口音，如澳洲、美國、英國、加拿大，符合實際職場潮流。

★ Speaking: anecdote

強調語言的「實用性」，在口語訓練的步驟中，除了角色扮演或訊息交換等活動之外，最後一定引導學生將切身的生活經驗及熟悉的話題或人物帶到練習當中，並融合主題，培養自我表達能力。

★ Reading

題材相當多樣化且新穎有趣，如雜誌、小說、網站、報紙和會話。

★ Writing

提供許多不同類型的寫作供學生練習，如記敘文、非正式信件、申請表等，在 Workbook 中也包含針對不同寫作技巧所設計的練習單元。

★ Vocabulary, Useful Phrases & Vocabulary Extra

將字彙的學習置於三個重點：

1. Collocation
2. Connotation
3. Social Register

Useful Phrases & Vocabulary Extra 是專為字彙學習所設計，提供與單元主題相關的主要單字及實用片語。

★ Grammar & Grammar Extra

依循五個步驟來幫助學生熟悉文法：1. 上下文 2. 唱和 3. 文法解析 4. 練習 5. 熟悉及內化。另搭配小提示及課本後面的 Grammar Extra，使學習者經由範例學習清楚、正確的文法觀念。

豐富的網路教學資源

定期提供最新議題或有趣文章選讀，搭配設計完整的活動練習卷，豐富教學內容。

配件清單

- | | |
|----------------------------------|-------------------------------------|
| 1. Student Book with CD-ROM | 6. DVD Teacher's Book |
| 2. Teacher's Book with Test Bank | 7. TOEIC Test Bank |
| 3. Workbook with Audio CD | 8. Teaching PowerPoint Presentation |
| 4. Class Audio CD | 9. Downloadable teaching resources |
| 5. DVD with online worksheets | |

老師怎麼說

1. 主題很新也很有趣。
2. 引導式學習，按照課本設計的練習，可以看得出學生有很大的進步。
3. 討論的問題設計很好，容易引發學生們的興趣。
4. 融合各國口音，能讓我的學生熟悉不同的腔調。
5. 教師手冊及網站資源豐富，節省找資料的時間。
6. 每兩週都會收到 e-lesson，讓教學跟不上世界脈動，拿來做補充，學生都很喜歡。

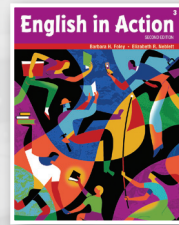


English In Action

➔ 最符合技職、大專學生使用的生活職場教材



TOEIC®



The Second edition of **English in Action** provides learners with competency-based support for building language, life, and work skills in real world settings.

符合真實生活與職場情境

課程設計著重語言、生活與工作技能學習，練習強調「語用」，例如：看懂營養成分標籤、電話留言、交通號誌。

★ Dictionary

圖解單字，運用大量圖片教單字，適合程度待加強的學生。

★ Active Grammar

紮實且豐富的文法訓練，運用表格、條列方式呈現文法概念，搭配針對文法的聽力練習，有效建立學生的英文基礎。

★ The Big Picture

綜合複習，每個單元皆有搭配主題的彩色大插圖，圖畫情境包羅萬象，包括餐廳、醫生診所、辦公室用品店等等。利用圖畫內容，帶領學生透過各種不同的練習，複習該單元所學的聽力、字彙和文法結構。

★ Reading

實用有趣的短篇閱讀訓練，引導學生練習閱讀技巧，學習看懂文章主旨而非文章每個單字。

★ Writing

透過範例文章，練習寫作基本技巧，例如句子時態用法、標點符號、細節描述等，再進行模擬寫作，並用自身經驗當做題材完成文章。



配件清單

- | | |
|------------------------------------|-----------------------------|
| 1. Student Book | 6. TOEIC Test Bank |
| 2. Teacher's Guide | 7. Presentation Tool 教學簡報軟體 |
| 3. Workbook with Audio CD | 8. Student Website |
| 4. Audio CD | 9. Instructor Website |
| 5. Assessment CD-ROM with ExamView | |

老師怎麼說

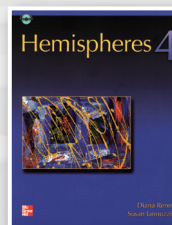
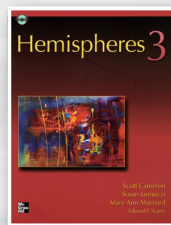
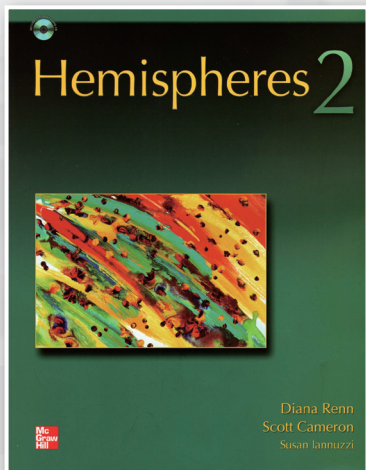
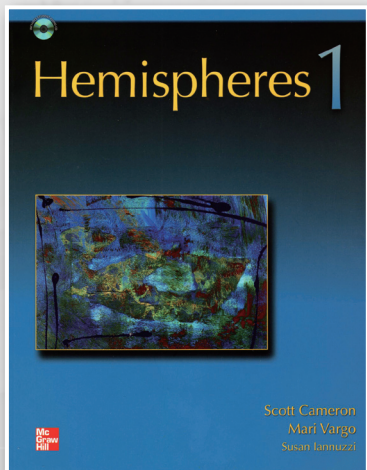
1. 用圖片帶單字練習，非常適合程度淺的學生；學生也比較容易記住單字。
2. 文法練習很多，可以補強學生的基礎。
3. 我的學生覺得主題很有趣，跟他們的生活經驗相符合。
4. 課本設計的活動步驟很清楚，讓教學很容易。

Hemispheres

➔ 結合有趣的 DVD 影片，讓課堂互動更有趣！



TOEIC®



Hemispheres is uniquely suitable for adults and young adults studying general English and those studying English with a view toward more academic work. The series strategically develops both language skills and critical thinking skills.

主題有趣

例如：第一印象的重要、人為什麼會想購物、如何做決定、人生大改造、面對時間壓力、真人實境節目、明星助理的生活等等。

★ Academic skills

聽說讀寫的設計清楚圍繞語言技能，例如：Summarizing, Paraphrasing, Make prediction, Using graphs to aid comprehension 等等。

★ Vocabulary

以單字的種類和功能性區分，包括：同反義字、俚語、搭配詞、片語動詞、有言外之意的表達法 (Connotations) 等等。

★ Critical thinking skills

藉由不同的主題訓練學生的批判性思考，例如：Analyzing, Synthesizing, Making inferences, Understanding point of view 等等。

★ DVD and DVD Workbook

藉由在 Hemispheres 網咖工作的六位年青人的生活故事，提高學生的學習動機和興趣！影片拍攝品質媲美電影，並有主持人串場強調語言重點，深受老師學生的喜愛！

豐富的免費學習資源

Online Learning Center 包含額外的閱讀和聽力的練習。



配件清單

- | | |
|---------------------------------------|---------------------------------------|
| 1. Student Book with audio highlights | 7. EZ Test CD-ROM with Test Generator |
| 2. Interleaved Teacher's Manual | 8. TOEIC Test Bank (Book 1-3) |
| 3. Workbook | 9. Teaching PowerPoint Presentation |
| 4. Class Audio CD | 10. Online Learning Center |
| 5. DVD | |
| 6. DVD Workbook | |



老師怎麼說

- 這是一套越教越有料的教材，題材新，符合時下流行的話題。
- 內容非常豐富，學生有興趣，自己教起來也覺得很受用。
- 練習題目與學習目標環環相扣，具功能性，重點清楚，老師不需要再花時間整理。
- 「Skill Focus」和「Tip」的設計很實用。
- DVD 很有趣，對白設計和課本內容搭配的非常好，學生不僅可以做複習，還能從影片人物對話中學到 body language，這是一般聽力練習做不到的。

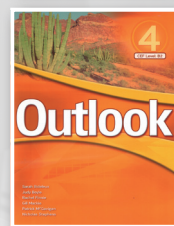
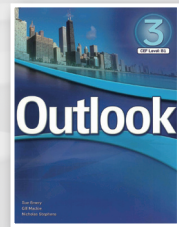
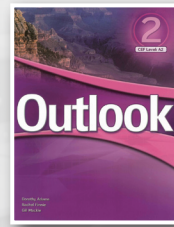
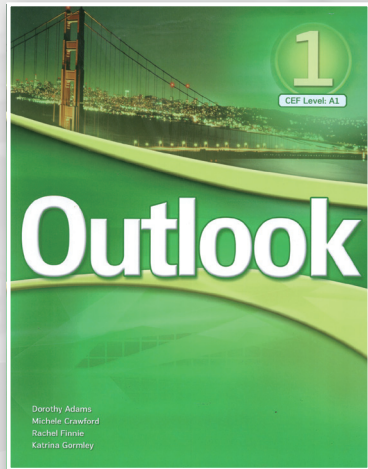
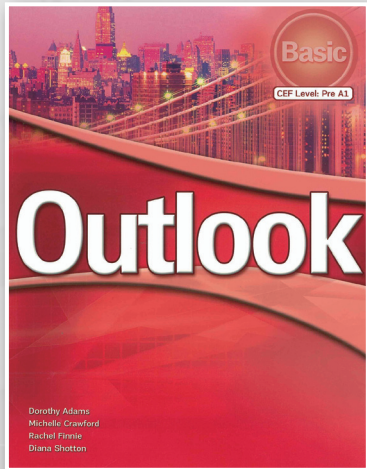


Outlook

➔ 培養聽說讀寫實力、同時訓練考試技巧！



GEPT®



Broaden your students' **Outlook** with this comprehensive series! Informative and varied readings introduce the high-interest theme, vocabulary and grammar in context. Build up your students' language skills and prepare them for the TOEIC and GEPT tests at the same time!

實用又貼近生活的主題

點菜、工作、休閒娛樂、看懂商品廣告、旅遊廣告、社交 等。

★ Listening Links

以圖片選擇、填空等方式練習聽力，同時兼具訓練 GEPT 及多益聽力考題的最佳練習。

★ Speaking Links

以看圖說話、配對問答等方式練習口說，兼具培養 GEPT 口說技巧。

★ Reading Links

閱讀練習包括，選擇分段小標題來練習主題分析，填空練習訓練文章連貫能力 等。文體涵蓋報章雜誌、網站、對話、Q&A、廣播文稿、電子郵件、廣告等等。

★ Writing Links

從範文填空練習開始 -> 配合綱要 -> 分段導引 -> 自行模擬範文格式而成篇，有效訓練各種考試的寫作考題。

★ Grammar Links

以表格整理、句型應用、填空練習、文法小提示等，使學生循序漸進學習文法。

★ Vocabulary Links

著重於相似字 (often-confused words) 的判別，例如：facility/equipment、journey/trip。

配件清單

- | | |
|------------------------------------|---|
| 1. Student Book | 6. GEPT Test Bank (Book 1-3) |
| 2. Teacher's Book | 7. Teaching PowerPoint Presentation |
| 3. Workbook | 8. Downloadable Listening & Reading Links Audio |
| 4. Class Audio CD | |
| 5. Assessment CD-ROM with ExamView | |

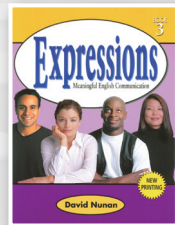
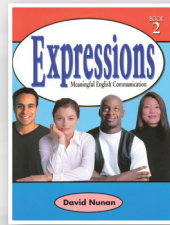
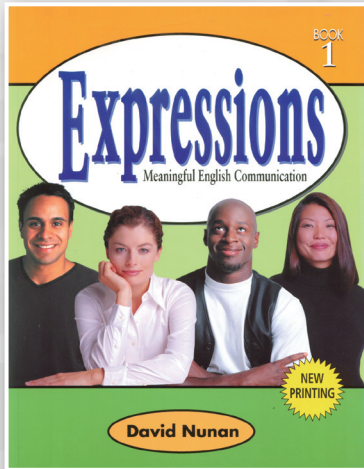
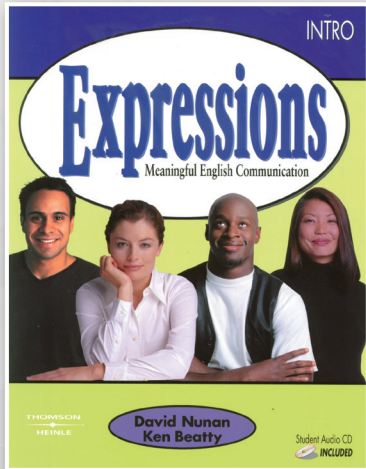


老師怎麼說

1. 一邊學英文、一邊還學會生活技能。
2. 文法練習很紮實，清楚解釋混淆的觀念，例如：過去式/過去進行式。
3. 單字的部分列得很清楚，老師不需要再額外做整理。
4. 單字的練習是將意思相近的字放在一起，讓學生分辨字的用法，這是很重要的訓練，一般教材比較少見，作者很用心。
5. 圖片選擇的聽力練習及口說練習，能同時讓我的學生熟悉 GEPT 考題。

Expressions

➔ 清楚簡單、多年來深受老師愛用！



Expressions is a four-level program for beginning to intermediate learners. Using a task-based approach, the Expressions integrated four-skills syllabus provides learners of English with abundant opportunities for communication and meaningful language practice.

功能性強的主題

例如：自我介紹、購物、描述工作內容、給予建議、道歉、做計畫、描述地方、描述過程、描述人或是物品特徵等等。

步驟簡單清楚

每頁兩個教學步驟，幫助學生漸進式練習學習重點。

發音教學統整重要發音法

例如：省略音、重音、語調的下降與上揚、價錢與地址的發音、用語調表達不同態度等等。

- 免費的線上活動，提供額外的練習。

UNIT 8 Goals: Asking about plans, Expressing obligation, Making reservations

Are you looking forward to your trip?

1 Get Ready

A Look at the activities and the ads. Where can you do each of the activities? Write the number of the activity next to the correct ad (1-4).

- reserve a seat on the train
- make a flight reservation
- reserve a hotel room
- reserve a seat on the bus

B Look at the types of transportation above. How often do you take them? Which do you like best? Why?

2 Start Talking

A Look at the conversation and listen.

Benny: Are you looking forward to your trip?
Ron: Yes, I can't wait.
Benny: Did you reserve a seat on the train?
Ron: Not yet. Do I have to make a reservation?
Benny: You don't have to, but you probably should.
Ron: OK. I'll call the ticket office this afternoon.

B Practice the conversation with a partner. Then practice again using the other information in Get Ready.

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功能性強的主題



配件清單

- | | |
|--------------------------------|------------------------------------|
| 1. Student Book | 4. Audio CD |
| 2. Teacher's Annotated Edition | 5. Assessment CD-ROM with ExamView |
| 3. Workbook | |

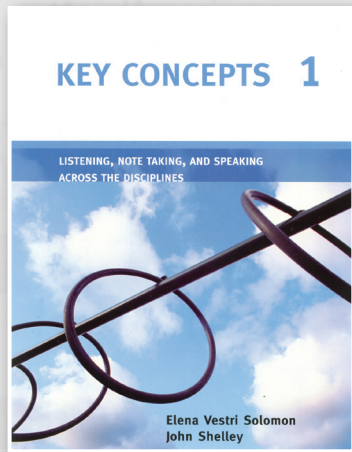


老師怎麼說

- 容易上手，照著教學步驟，學生很快就能進行簡短對話，很有成就感。
- 「Spotlight」適時提供小技巧，很實用。
- 對話的句子很自然、很生活。

Key Concepts (Listening & Speaking)

跨學科領域的英語聽講教材



配件清單

1. Student Book with Student Audio CD
2. Instructor Resources CD



老師怎麼說

1. 蠻適合程度不錯的學生。
2. 一方面豐富學生的跨領域知識，一方面增強英語能力，對他們將來深造會有很大的幫助。
3. 內容相當豐富。

In **Key Concepts**, students gain not only academic knowledge but also valuable note-taking skills necessary for success in college.

- 透過跨學科的內容，引導學生學習學術單字 (Academic Word List)、明瞭授課內容及組織報告演講。
- 學生不僅學到專業知識，同時學習做筆記 (note-taking) 的技巧。
- 主題涵蓋心理學、歷史、哲學、生物學、商學等常見的大學科系領域。
- 內容適合準備托福考試，例如：聽完授課內容說出回應 (Listen and respond)。

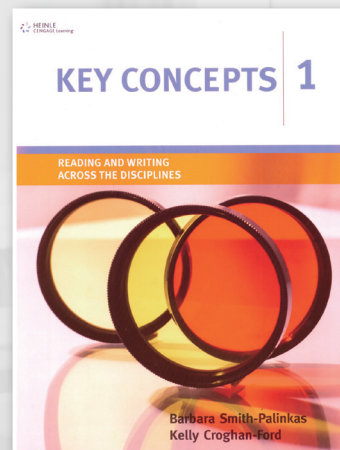
Key Concepts (Reading & Writing)

跨學科領域的英語閱讀寫作教材



配件清單

1. Student Book
2. Instructor Resources CD



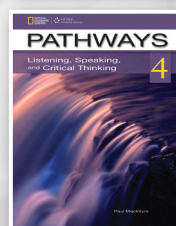
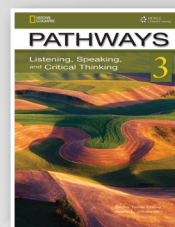
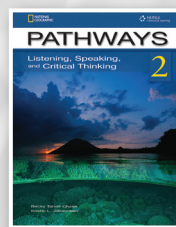
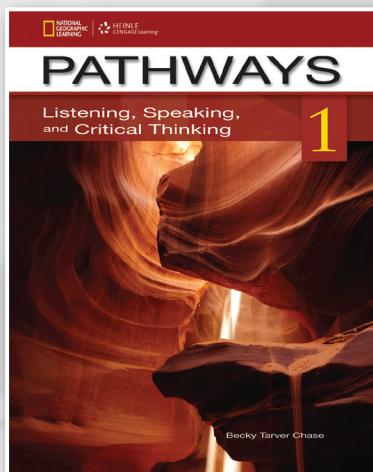
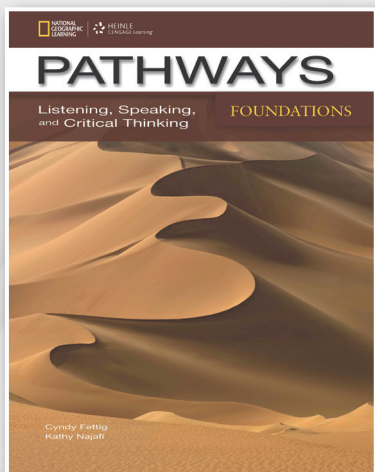
Key Concepts helps students master the academic content, academic vocabulary, and academic reading and writing skills they need to succeed at college.

- 這是一套跨學科領域的英語閱讀寫作教材，包含大學生活、社會科學、國貿、行銷、生物等等學科。
- 包含了 Academic Word List 以及與學科相關的字彙。
- 取材自真實的大學生教科書。
- 字彙教學訓練學生從字形、上下文及用法來學習用字的精確度。
- 閱讀的文章一方面訓練閱讀技巧，同時也是引導進入寫作的範本。
- 整合式文法教學著重於句子的架構，加強寫作的準確度。
- 豐富的教學資源。

Pathways (Listening & Speaking)



結合國家地理頻道內容的聽講雙技巧訓練教材



Pathways is a new four-level academic skills series that features listening & speaking strands to help learners develop the language skills needed to achieve academic success. Learners develop academic literacy skills through content, images, and video from National Geographic. This innovative series provides learner with a pathway to success!

聽力內容符合實用需求

例如：Listening to a PowerPoint lecture、Listening to a guest speaker、Listening to a radio interview 等等。

教學步驟設計

Step 1: 「Building Vocabulary & Using Vocabulary」

藉由閱讀文章學習單元所需要了解的字彙意義，並學習字彙的正確用法。

Step 2: 「Developing Listening Skills」

循序漸進的聽力技巧訓練，分為 before, during, after 三個步驟，幫助聽力能力大躍進。

Step 3: 「Exploring Spoken English」

清楚解析聽力練習中常出現的文法與英語表達用法，讓學生在開口前熟悉正確語法，建立自信心，是成功銜接聽力與口說實力養成的橋樑。

Step 4: 「Speaking」

各式不同的口說表達演練，例如：Discussing case studies、Explaining causes and effects、Evaluating claims 等等。

★ Presentation Skills

特別設計專頁進行簡報技巧練習，例如：Using visuals to support a presentation、Giving a presentation based on internet research、Participating in a mini-debate 等等。

★ Critical Thinking Skills

專門訓練批判性思考能力的活動，學習如何獨立深入思考問題、分析問題並表達自己的看法。

★ Viewing 國家地理頻道影片

課本有完整的 DVD 教學活動設計，搭配影片解讀技巧訓練，例如：Understanding visuals、Note-Taking，強化聽說技能與批判性思考能力，加深學習印象。

★ Online Workbook

搭配線上作業，提供與課程相關的額外練習題。教師管理平台，有效掌握成績與學生學習進度。



配件清單

- | | |
|--|------------------------------------|
| 1. Student Book with Online Workbook Access Code | 4. DVD |
| 2. Teacher's Guide | 5. Assessment CD-ROM with ExamView |
| 3. Audio CDs | 6. Presentation Tool 教學簡報軟體 |



老師怎麼說

1. 主題有趣，可以進行討論的東西很多，同學的反應都很不錯。
2. 內容架構清楚，可以很有次序的進行聽力口語溝通訓練。
3. DVD 影片的練習活動設計的很好，很適合用來做進階版的聽說練習。
4. 線上作業設計的很棒，當作回家作業複習，加深學習印象。

1 「Developing Listening Skills」循序漸進的聽力技巧訓練，分為 before, during, after 三個步驟

2 聽力內容符合實用需求，例如：Listening to PowerPoint Lecture

LESSON A DEVELOPING LISTENING SKILLS

Pronunciation

Stressing Key Words

English speakers put extra emphasis on the key words in a sentence by saying them more loudly and more clearly than other words. Key words are content words (nouns, verbs, adjectives, and adverbs) that give the listener important information. Speakers usually stress the last content word in a sentence.

Where is Karen going?

Speakers also use stress to disagree or contradict.

Is the meeting in Simpson Hall?

No, the meeting is at the **Student Union** this week.

Listen to the conversation. Underline the words in the conversation that the speakers stress. Then practice the conversation with a partner.

Katelyn: Are you going to the Environmental Club meeting?
Dan: Maybe. What is it about?
Katelyn: It's a presentation about energy around the world. A photographer is going to talk about different families and how they live.
Dan: Sounds interesting! What time is the meeting?
Katelyn: It starts at seven.
Dan: Is it in the sciences building?
Katelyn: No, it's at the Student Union this time.

Before Listening

Prior Knowledge. Work with a partner. Match the names of places with the photos below. In which of these places do you think people use the most energy? Explain.

Maun, Botswana (Africa) Las Vegas, Nevada (USA) Jaipur, Rajasthan (India)

a. _____ b. _____ c. _____

Listening: A PowerPoint® Lecture

A | Listening for Main Ideas. Listen to the talk and number the families in the order that you hear about them. Then write the country where each family lives.

_____ The Panchal family country _____

_____ The Chuma family country _____

_____ The Nelson family country _____

B | Listening for Details. Listen again and complete the notes about each family.

The Chuma Family	The Nelson Family	The Panchal Family
wash _____ by hand, hang them in the sun to dry	wash and dry their clothes in _____	have a _____ for their clothes
children _____ to school or use a _____	parents _____ the children to school	want to build another _____ in their house
use _____ for lights and radio	use _____ of gasoline every day	Lalita goes to work by _____
they have _____ impact on the environment	to save energy, they bought _____ appliances	hopes the family will _____ more than 500 _____ middle-class people in India
sometimes they don't have _____ because of the dry climate	put _____ carbon into the atmosphere	

After Listening

Critical Thinking. In your notebook, list the families in order of their energy use (from the most to the least). Then write three ways each family can conserve energy.

26 | UNIT 2 ENERGY AND OUR PLANET | 27

3 「Exploring Spoken English」清楚解析聽力練習中常出現的英語表達用法

5 「Speaking」各式各樣的口說表達演練

LESSON B EXPLORING SPOKEN ENGLISH

Language Function

Interrupting Politely

When you are listening to a lecture, a presentation, you sometimes need to interrupt the speaker to ask some polite expressions you can use to interrupt, or excuse me, I have a question. Could I ask a question? There's one thing I'm not sure about.

A | Discussion. With your partner, discuss the questions below.

- What instruments do you like to listen to? Explain.
- Do you play any musical instruments? Explain.
- Are you interested in learning how to play an instrument? Explain.

Grammar

Adjectives Ending in -ed and -ing

We usually use adjectives that end in -ed to describe how a person feels. I was very **excited** to hear so much Roma music at tonight's concert. I'm **interested** in learning more about the Roma people.

We usually use adjectives that end in -ing to describe the thing that causes the feeling. I think (Jyoti) traditions and customs are very **exciting**. I think they are very **interesting**.

A | Circle the correct adjective form to complete each sentence.

- I was a little (excite/boiling) in class today.
- I was (surprised/surprising) to learn that steel drums are made from oil barrels.
- I am very (worried/worrying) about tomorrow's assignment on traditional music.
- Doing the research for our oral presentation tomorrow was (firing/firing).
- I gave my presentation yesterday. Now I feel (relaxed/relaxing).
- Are you really (interested/interesting) in traditional music?

B | Role-Playing. With a partner, role-play the situations below. Then change partners and practice them again.

- You have a speaking test in a few days. You're explaining to a friend how you feel.
- Your friend took his/her final exams yesterday. You want to ask him/her how it went.

Student to Student: Talking about Assignments

You can use informal expressions like these when you want to talk with other students about your assignments.

Are you interested in practicing our presentation after class?
Aren't you worried at all about tomorrow's presentation?
I thought your presentation was really interesting. Great job!
What did you think of the presentation yesterday?

Note: You can use the topic of assignments as a topic for small talk or to start a conversation with students you don't know very well.

58 | UNIT 3 CULTURE AND TRADITION | 59

SPEAKING

Discussing Personal Energy Use

Critical Thinking Focus: Interpreting Pie Charts

Pie charts show us the different parts of something in a clear and visual way. Each section of a pie chart shows a different piece of information. For example, the pie chart in exercise A below shows the different ways that energy is used in an Australian household. (See page 216 of the Independent Student Handbook for more information on understanding pie charts.)

A | Understanding Visuals. With a partner, look at the pie chart and discuss the questions below.

- The pie chart shows what people in Australia use energy for at home. What do the numbers in the chart show?
- Which activities use the most energy? Which activities use the least energy?
- Does any information in this chart surprise you? Explain.

B | Self-Reflection. Write your answers to the questions below in your notebook.

- What appliances do you use?
- How often do you use them?
- What activities do you do that use a lot of energy?

C | Critical Thinking. Create a Household Energy Use pie chart in your notebook that shows what you use energy for. Use the chart from exercise A as an example and your answers from exercise B to help you. Follow these steps:

- Draw a circle. Then draw sections in the circle to represent what you use energy for at home. Then label each section.
- Write a percentage in each section that represents how much energy you think you use for each activity. You don't have to be exact. Just make your best guess.
- Check and make sure that the numbers in your chart equal 100 percent.

D | Discussion. Compare your pie chart with a partner's. Then discuss the questions below.

- What do you use the most energy for? Explain your reasons and give examples.
- Which of these uses of energy is most important in your life? Explain.
- If you wanted to use less energy, which part would be the easiest to change? Which would be the most difficult?

ENERGY AND OUR PLANET | 31

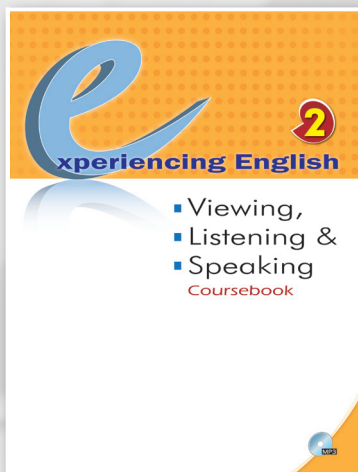
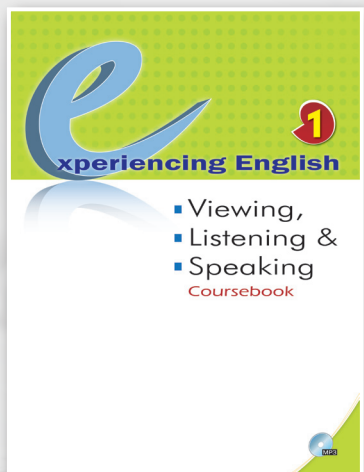
4 文法與句型表格說明，搭配多樣活動練習，讓學生熟悉正確語法

6 融入批判性思考技巧訓練，學習如何獨立深入思考問題、分析問題並表達自己的看法

Experiencing English



➔ 結合影片與討論，有效訓練聽力與口語能力



Experiencing English is a complete course of both language perceptive and productive skills, targeting college and university students of Asian backgrounds. It is built upon a framework of theme-base activities and tasks that prompt learner autonomy.

教材特色

★ Background Readings and Audio/Video

透過文章閱讀以瞭解背景故事，透過聽力內容以及影片，提供豐富的 input，幫助學生能具備足夠的知識和工具，達到有效的學習和溝通。

★ Interdisciplinary Themes

符合時下關心的議題，例如賈伯斯的著名演說 "Stay Hungry, Stay Foolish"、網路成癮、旅遊與古蹟維護、身體語言透露訊息等等有趣的話題。

★ Word Bank

清楚的單字整理，幫助學習與教學。

★ Audio / Video Studio

藉由聽力與影片，訓練聽力理解技巧：listening for the main idea, predicting, summarizing, drawing inferences, listening for specific details, recognizing context clues, note-taking, etc.

★ Problem Solving

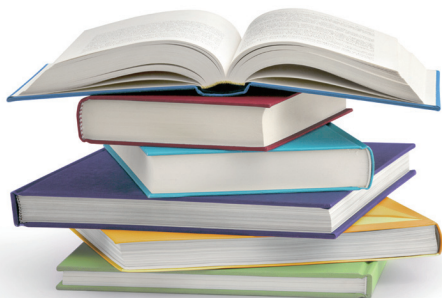
訓練學生的邏輯思考 (Critical Thinking) 及創造力，設計一些狀況來幫助學生思考如何做出正確的決定並解決問題。

★ Debates

提供正反二面的論點，訓練學生邏輯性思考，提供口說練習。

★ Real-Life Group Projects

藉由團體練習，鼓勵學生合作和創新的學習方式。



配件清單

- | | |
|--|-----------------------------------|
| 1. Student's Book with MP3 (Full audio) | 3. Teaching Powerpoint with Video |
| 2. Teacher's Edition with Active Teach CD-ROM (Full audio and video) | 4. Complete Assessment Package |
| | 5. 慢速版 Video 錄音 |



老師怎麼說

- 文章主題結合時事，提供多元的新知學習機會。
- 單字整理得很好，教學很容易。
- 影片來源豐富，有 Youtube 演說、美國電視節目等等。
- 提供慢速音檔，幫助學生練習口說。

1 輔助閱讀內容，幫助學生建立背景知識。

Unit 1 Stay Hungry, Stay Foolish

Appendix A Supplementary Reading

Unit 1 Stay Hungry, Stay Foolish

Useful Expressions

1. make an impression on sb. to make deep-lasting effect on the mind or feeling of sb.
2. in a row one after another
3. in the face of despite problems, difficulties, etc.
4. live with to tolerate
5. turn out to be discovered to be
6. clear out to make sth empty and clean by removing things or throwing things away
7. clear away to remove (objects) in order to leave a clear space
8. sign off to stop work

Stay Hungry, Stay Foolish

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I've looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" Whenever the answer has been "No" for too many days in a row, I know I need to change something.

3 看影片，加強聽力訓練，提高學習興趣。

2 聽力技巧訓練。

Experiencing English V L S II

Unit 1 Stay Hungry, Stay Foolish

Audio Studio

Word Bank

1. shareholder *n.* an owner of shares in a company or business
2. innovative *adj.* introducing or using new ideas, ways of doing sth etc.
3. corporate *adj.* connected with a corporation
4. technician *n.* a person whose job is keeping a particular type of equipment or machinery in good condition
5. backpack *v.* to travel on holiday/vacation carrying your equipment and clothes in a backpack
6. cutting-edge *adj.* most up-to-date
7. transplant *n.* a medical operation in which a damaged organ, etc. is replaced with one from another person
8. prognosis *n.* (medical) an opinion, based on medical experience, of the likely development of a disease or an illness
9. entrepreneur *n.* a person who makes money by starting or running businesses, especially when this involves taking financial risks
10. Pixar Animation Studios

Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the passage mainly about?
 - A) Jobs' computing talents. ●
 - B) Jobs' advice for the young. ●
 - C) A brief introduction to Jobs. ●
2. What can you infer from the passage?
 - A) Steve Jobs is a great computer and movie expert. ●
 - B) Steve Jobs is a successful and respected businessman. ●
 - C) Steve Jobs is a crazy movie lover. ●

Task 2 Checking the Facts

Listen to the audio clip again and decide whether the following statements are True (T) or False (F).

1. Steve Jobs is the largest individual shareholder in Pixar.
2. Jobs and Wozniak founded Apple in 1974.

Video Studio

Word Bank

1. diverge *v.* (formal) (of opinions, views, etc.) to be different
2. devastating *adj.* causing a lot of damage and destruction
3. baton *n.* a small light stick that one member of a team in a relay race passes to the next person to run
4. dawn *v.* to become clear or enter one's consciousness or emotions
5. animation *n.* a film/movie in which drawings of people and animals seem to move
6. renaissance *n.* a situation when there is new interest in a particular subject, form of art, etc. after a period when it was not very popular

Task 1 Matching & Predicting

Complete the following statements with the phrases given below. Predict what will be talked about in the video. Then check your answers after watching the video clip.

lose faith turned out turn of events screwing up falling out

1. But then our visions of the future began to diverge and eventually we had a _____.
2. I met with David Packard and Bob Noyce and tried to apologize for _____ so badly.
3. "The _____ at Apple had not changed that one bit."
4. I didn't see it then, but it _____ that getting fired from Apple was the best thing that could have ever happened to me.
5. Don't _____, I'm convinced that the only thing that kept me going was that I loved what I did.

Task 2 Bridging the Gap

Watch this part of the video clip and fill in the blanks.

We worked hard, and in 10 years Apple had _____ just the bee of us in a garage into a two-billion-dollar _____ to run the _____ out for the first _____.

Well, as Apple grew, we hired someone who I thought was very _____ to run the _____.

4 口說訓練，整理出常用片語，並設計辯論題目，訓練邏輯性思考。

Unit 1 Stay Hungry, Stay Foolish

Speaking Workshop

Expressions & Structures to Use

1. make ... easier	8. worry about	15. at least
2. be in charge of	9. narrow down	16. find a balance
3. be highly recommended	10. focus on	17. I strongly encourage
4. in advance	11. I recommend	18. become involved in
5. keep an open mind	12. take on	19. make sure
6. be the last thing on one's mind	13. It's important to	
7. be top priority	14. It's essential to	

Task 1 Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then make an oral presentation with the help of the tips.

Andy Pollok, who is a ..., advises students how to ...

... suggests that students should ...

... their freshman year, students should try ...

... the sophomore year is the time to ...

... is highly recommended prior to the Junior year.

... During the junior year, it is important to ...

... The senior year is the time to ... keeping up ... and searching for ...

... They should also enjoy ...

Task 2 Debating

Debate on the motion **China should reduce the number of students at university.**

1. Brainstorm together in groups, and produce as many arguments as you can on both sides of the motion. Two arguments for and against are provided below to help you get started.
2. When you have listed as many arguments as you can, decide which arguments you think are most convincing. Then turn to the Appendix B and read through the full list of arguments provided there. Compare them with the arguments you thought up yourself.
3. During the debate, you are expected to justify yourself, challenge the opposite view and respond to your opponents properly.

5 列出正方與反方的論點，幫助思考。

Experiencing English V L S II

Unit 1 Stay Hungry, Stay Foolish

Teamwork Show

Task 1 Team Review

In each group, discuss with each other how you designed and researched your project, reflect on what you have learned in the process. You should consider the areas of agreement and disagreement that arose in your group.

Useful Arguments

PROS	CONS
<ul style="list-style-type: none"> ✓ This proposal is realistic, practical and intelligent. We need to stop and think about what we are doing every now and again rather than mindlessly pursue the same policy (of university expansion). ✓ Due to the impact of the financial crisis, graduate unemployment is on the rise. 	<ul style="list-style-type: none"> ✓ This proposal is defeatist, damaging and backward-looking. If implemented, it will destroy the dreams of thousands of patriotic Chinese students and their families. ✓ It is an over-hasty and unreasoned reaction to the financial crisis. Education counts. It is the engine of economic growth.

Areas of agreement and disagreement within the group

Agreement	Disagreement
-----------	--------------

Task 2 Project Report

Present your project to the class and hand in your report. Include in your comments to the class reflections on the areas of agreement and disagreement within your group as established in Task 1 above.

Listen In

→ 英語教學大師 David Nunan 最佳代表作



TOEIC®



Listen In is a three-level listening program for young adult and adult learners of English from false beginner to high intermediate level. Offering 16 six-page topic-based units per level, the series uses a task-based approach to develop listening skills and strategies essential to effective communication while integrating speaking and pronunciation skills. With its personalized and learner-centered approach, Listen In gives learners the opportunity to practice listening and speaking in a variety of real-life situations.

內容設計

大幅增加亞洲的人文背景，例如：在城市的選項中加入更多亞洲城市（Singapore, Shanghai, Taipei, ）。。

★ Real English

使用生活題材，訓練聽力，例如：點餐外送、機場廣播、描述理想情人等等。

★ Grammar Focus

文法小單元，歸納學生所聽、所學的文法重點及字彙能力。

★ Test Practice

提供類似 TOEIC, TOEFL, IELTS, GEPT 的的考試題型，同時訓練考試技巧。

★ Practical English

給予學生模擬情境，訓練口說，例如：跟路邊攤殺價、在就業博覽會問工作內容、租房子等等。

★ Exam Speaking

在每課最後讓學生檢測所學到的內容，以 TOEFL, IELTS, GEPT 的 Speaking 題型，訓練學生的口說能力。

★ Listen for This

加入時下常用語言，例如：用 "Yeah" 代表 "Yes"、用 "Nope" 代表 "No"，用 "Get out of here" 來表達驚訝或不信。

★ Youtube Link PowerPoint

根據每篇文章的內容，提供數個 YouTube 影片連結，每個連結並附上影片長度，讓教學更生動活潑。



配件清單

- | | |
|---------------------------------------|-------------------------------------|
| 1. Student Book with Student Audio CD | 6. TOEIC Listening Test Bank |
| 2. Teacher's Edition | 7. Teaching PowerPoint Presentation |
| 3. Classroom Audio CD | 8. Unit PowerPoint |
| 4. Test Bank for each unit | 9. Youtube Link PowerPoint |
| 5. Unit Worksheet | |



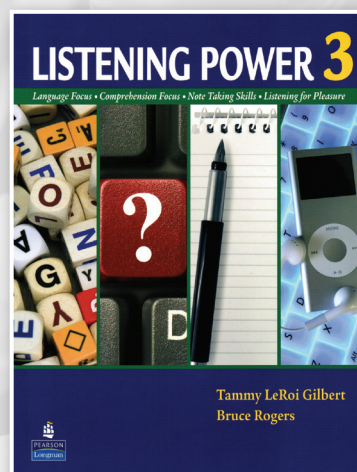
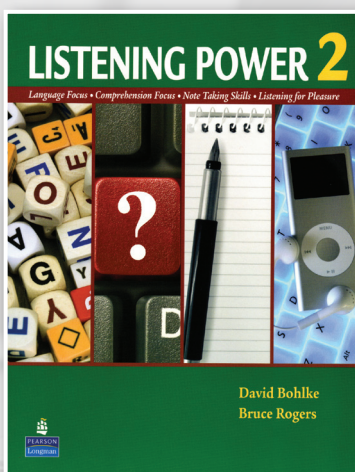
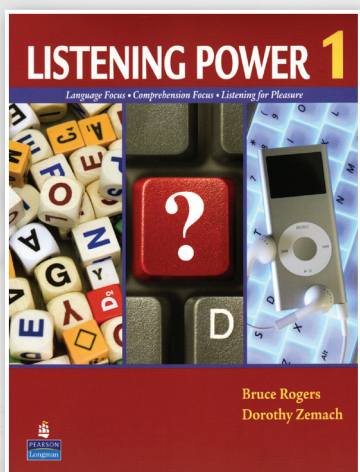
老師怎麼說

1. 聽「力」與「口」說都有紮實的練習，是最適合聽講課的教材。
2. Listening Strategy 說明清楚、練習豐富，環繞學習主題，環環相扣。
3. 進度由淺入深，看得到學生的進步。
4. 內容有幽默感，教起來很有趣，能增加課堂互動。
5. 收錄不同國家的口音，符合現實狀況。



Listening Power

有效訓練聽力技巧，
預備聽力測驗的最佳利器！



Listening Power is a new three-book series with a targeted approach to teaching the listening skills that students need inside and outside the classroom, and on standardized tests such as the GEPT, TOEIC and TOEFL.

★ Language Focus

針對特定較難聽懂的英文做訓練，如：分別英文 Wh- 問句、聽懂數字、時間、縮寫意思、分辨同音異義字、辨別加重音和語調等等。

★ Comprehension Focus

詳解聽力技巧，提升解題能力，訓練內容包括：如何掌握主旨、聽懂細節描述、做推論判斷等技巧。

★ Listening for Pleasure

提供有趣多元的聽力練習，例如：電影或電視片段、廣播節目、錄音故事等，適合課程或課後加強。

第二冊開始加入「Note-Taking Skill」

訓練學生運用縮寫、符號、辨識重點等技巧，記下重要單字和訊息。

彈性課程教學規劃

不需要制式的從第一課開始進行，老師可為不同班級自由規劃適合的教學計畫。



配件清單

1. Student book with MP3
2. Teacher's Pack

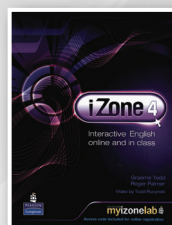
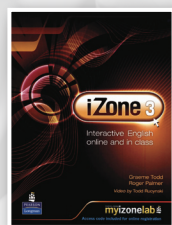
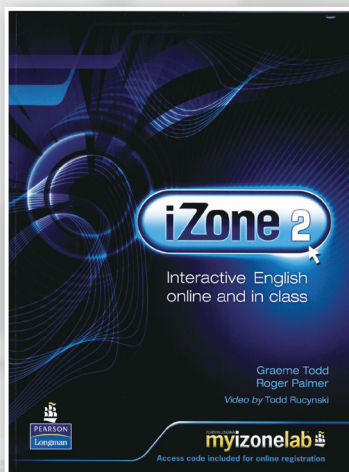
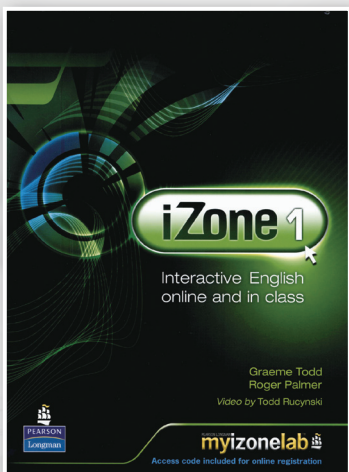


老師怎麼說

1. 很適合用來當作各種考試聽力測驗的訓練教材。
2. 內容還加入重點單字練習，很貼心。
3. 語調與重音是學生最弱的部分，課程設計有很多這類的練習，加強學生對英文聲調的敏感度，可以幫助辨別句子的真正意思。
4. 很有效率訓練聽力技巧的教材。

i-Zone

結合影片、線上學習平台，讓學生立即能現學現用的最佳聽講教材！



iZone is a dynamic learning experience, focusing on strategies to help students communicate and improve their fluency. A four-level, integrated skills course, iZone is a fully blended print-digital solution that will help students learn how to keep their conversations going in English, become better listeners, ask for help and much, much more.

主題生活多元

閒聊、音樂喜好、消費習慣、時尚、家族起源、兼職工作、壓力管理等等。

步驟清楚的練習

讓學生馬上就能「聽得懂、可以說」。

★ Strategy

根據語料庫資料，強調日常最道地的英語表達與使用，讓學生練習說話藝術。例如：如何打開話匣子？如何轉移話題？如何結束談話說再見？

★ Strategy in Action

清楚列出重要表達與使用，讓學生現學現用，例如：用 "Are you having fun?" 來與派對上的新朋友攀談。

搭配主題的影片

每單元皆提供搭配主題的影片，透過八位興趣個性背景不同的角色，讓學習更有趣。

MyiZoneLab E-learning 平台

搭配 MyiZoneLab E-learning 平台，讓老師可以更有效率地利用寶貴的課堂時間。

豐富完整的教學配件



配件清單

- | | |
|--|--|
| 1. Student Book | - Test Bank |
| 2. CD pack (In-class Audio / Test Audio) | - Student Book Answer Key |
| 3. Teaching PowerPoint Presentation | - Student Book Audio Script |
| 4. First Class PowerPoint Presentation | - Student Book Art and Activities Bank |
| 5. MyiZone Lab offers: | - Online Prepare Audio Files |
| - Lesson plans | - Online Prepare Audio Scripts |
| - Video + Transcripts (with Chinese translation) | - Language Summaries and Word Lists (with Chinese translation) |



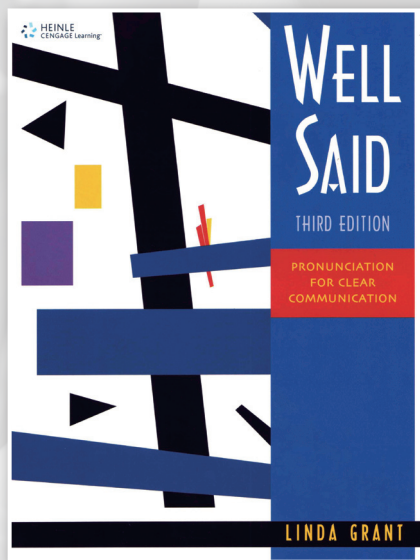
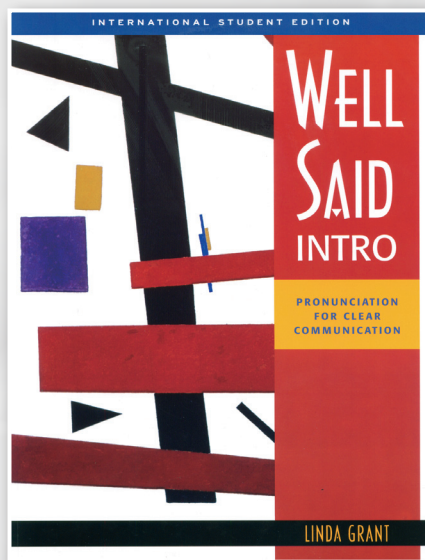
老師怎麼說

1. 融入非常生活化的語言，很有趣，學生覺得很酷，很喜歡。
2. 練習和活動步驟清楚，很容易在教室中使用。
3. 運用影片搭配設計好的活動，讓課程進行很活潑、生動。
4. E-learning 學習平台已經針對學習主題提供中文解說，所以課程使用全英語上課就更順利。



Well Said

有效訓練英語發音的教材！



Offering a lively and communicative approach to increasing pronunciation and speaking skills, **Well Said** improves students' speech intelligibility and confidence in communicating in social, academic, business, and professional settings.

- 藉由多樣化的活動，訓練學生分辨相似的發音，同時修正自己的發音和語調。
- 運用真實生活的主題，訓練學生不同的發音技巧。
- 實用性的主題，例如：公共廣播、面試、更改行程、電話錄音、公司簡報、詢價等等。
- 收錄真實的語料，幫助學生更接近真實情境。
- 針對多益及托福考試常見的聽力考題，提供聽力技巧練習。



CHAPTER 3

Consonant Sounds and Spellings

English has been influenced by many other languages. As a result, words do not always sound the way they are spelled, as illustrated in the "gila monster" cartoon below.

"It's pronounced 'hee-la' monster. The 'g' sounds like an 'h'."

Notice how many different ways the letter *g* is pronounced in these words:

gold = /g/ as in go
 generally = /dʒ/ as in job
 beige = /ʒ/ as in measure
 gila = /h/ as in home

Notice how many different spellings produce the same /ʃ/ sound as in *share*:

share = /ʃ/ raffo = /ʃ/
 social = /ʃ/ assure = /ʃ/
 sugar = /ʃ/ machine = /ʃ/

Some pronunciation problems in English are related to difficulties in recognizing sound-spelling patterns. In this chapter, you will learn about sounds and spellings that are especially troublesome.

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配件清單

1. Student Book
2. Instructor's Manual
3. Audio CDs



老師怎麼說

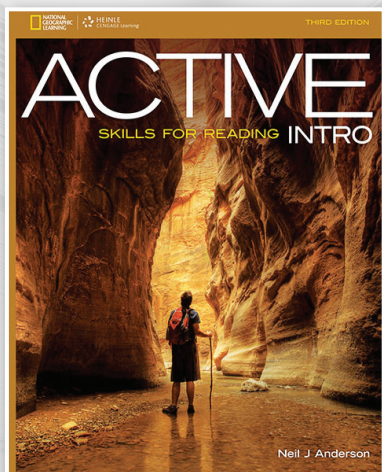
1. 將相關的發音字設計成文章，是很棒的訓練。
2. 練習的內容很實用，不只是練習發音聽力，更是訓練學生運用正確的語氣和語調來表達意見。

Active Skills for Reading

英語教學大師 Neil J. Anderson 最佳代表作



GEPT®



ACTIVE Skills for Reading is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills. Written by reading specialist Neil J Anderson, the new edition of this best-selling series uses an ACTIVE approach to help learners become more confident, independent - and active - readers.

最新全彩第三版，各國老師們一再推薦的閱讀課程專門教材！

★ New Readings

加入新的文章題材，例如：影視歌星周杰倫、台灣高球好手曾雅妮、著名小說暮光之城等學生感興趣的主題。Book 4 則新增國家地理雜誌內容。

★ Reading Skills

涵蓋所有重要的閱讀技巧，例如：Scanning, Skimming, Making inferences, Sequence of events, Cause and effect 等等。

★ Vocabulary Skills

涵蓋重要單字訓練，例如：字根、字首、詞類變化、同反義字、複合字等等。

★ Real Life Skills

生活應用，例如：如何填寫學校申請表格、旅客入境表格、看懂徵人啟事、衣服上的標籤及上網找資料、運用字典技巧等等。

★ Critical Thinking sections

批判性思考單元，訓練學生分析能力，例如：討論目前最夯的社群網站。

新增 Motivational Tips

每個單元都有小專欄，建議學生如何增加學習動機，培養自己成為閱讀高手。



Length of main texts

Intro	200	Book 3	600
Book 1	300	Book 4	800
Book 2	400		



配件清單

- | | |
|------------------------------------|------------------------------|
| 1. Student Book | 5. GEPT Test Bank (Book 1-3) |
| 2. Teacher's Guide | 6. Teaching PPT |
| 3. Classroom Audio CD | |
| 4. Assessment CD-ROM with ExamView | |



老師怎麼說

- 針對閱讀技巧訓練，設計了很多非常好用且有效的活動練習，讓閱讀課程也變得有趣多了。
- 一開始也是經由別的老師推薦，果然是教學架構不錯的教材。
- 我從第一版用到現在，看到新的第三版的內容，秉持原有的紮實架構，又加入新的活動設計，迫不及待想要用了！
- 題材與學生的生活經驗相關，也很有趣，容易引發討論。

1 重要單字以顏色標出

2 新穎的文章題材

The Unbeatable Yani Tseng

Yani Tseng is one of the brightest stars of the golfing world, not to mention a superstar in Taiwan, where she grew up. By the age of 22, she had achieved things most golfers can only dream of. She had been named LPGA Player of the Year twice, and was the youngest professional golfer—male or female—to win five major tournaments.

Yani started playing golf when she was very young, thanks to her enthusiastic parents who are both golfers. Her father gave her a set of golf clubs when she was only five years old. At 13 years old, she told him she wanted to take up golf as an occupation. Just one year later, Yani won the Callaway Junior World Golf Championships and went on to become the top amateur player in Taiwan. She finally started playing in professional tournaments when she was 18 years old, and then her career really took off.

Brittany Lang, who came second to Yani at the Women's British Open in 2011, calls her "unbelievable." She says Yani is "so mentally strong and she's so aggressive and confident. She's just got it all. It's pretty cool to watch."

But Yani is not always so confident, especially off the golf course. When she first left her home to start playing in international tournaments, she didn't speak English very well. She struggled to communicate with other golfers and had to use an interpreter¹ for interviews. Because she was shy about her English, Yani had a reputation² as a very quiet person. Yani's coach, Gary Gilchrist, says that studying English has helped Yani change this. "She worked so hard to improve her English," said Gilchrist. "Now her confidence is a 9 on a scale of 10."

Today, Yani is well known for her big smile and sense of humor. She loves to chat and joke with reporters, fans, and other golfers. Once, before a tournament near her home in Florida, Yani invited a number of golfers and golf reporters to her place for a dinner party. Halfway through the party, she decided to dress up as Harry Potter, and even gave a speech wearing her black coat and round spectacles.

As a teenager, Yani looked up to adult golfers like Annika Sorenstam and saw them as her role models. Today, she herself hopes to inspire young girls to take up golf, the same way Sorenstam influenced a whole generation of woman golfers. Yani is also an inspiration to people trying to pick up English. Her advice to English learners: "Keep talking. I'm not afraid to be talking to other people, no matter what I say. I'm learning from the way [I talk] to you, and the vocabulary, I use it for the next time [I talk]."

¹ An interpreter is someone who translates from one language to another.
² Your reputation is the opinion people have of you.

The Unbeatable Yani Tseng 55

Reading Review 1: The Film and the Novel: Twilight

Fluency Practice

Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the Reading Rate Chart on page 176. Then answer the questions on page 46.

The Film and the Novel: Twilight

- When a popular book gets made into a movie, there will always be a debate about whether the novel or film is better. The filmmakers always have to consider certain things: do they want to follow the book closely to please dedicated readers, or do they want to change parts of the book if they don't translate well on-screen? No matter what they do, there will always be people who feel the movie will never be as good as the book, people who will love the movie without ever reading the book, and people who enjoy both.
- The vampire series *Twilight*, by Stephenie Meyer, became so popular that movie companies wanted to produce it for the big screen. Most *Twilight* fans were excited about seeing characters such as Edward and Bella "come to life," but there were other fans who did not trust the movie script. They assumed the scriptwriters would change parts of the story to make it seem more interesting as a movie.
- By the time the first *Twilight* movie was released, millions of people had read the series. Many of these people went on to watch the film, which made \$35.7 million just on its opening day. While many fans and critics liked it and said the movie more or less followed the book's storyline, some fans were not impressed. One change that angered them was that certain sound effects were added to the movie, such as a "whooshing" sound when the vampires jumped. This was not mentioned in the book, and many fans felt that it was too distracting.
- Those who liked the movie said they enjoyed the light mood and excitement. This was very different from the book. The writing in *Twilight* is dark and gloomy, like many vampire novels. The movie, however, added more energy to the story and more personality to the characters. For example, many characters in the book are portrayed as being quiet, and they spend most of their time at school. But in the movie, the characters are cooler and funnier—one scene even shows them going surfing together. The director of the first movie, Catherine Hardwicke, thought it was important for the characters to be believable. She wanted them to have a wide variety of emotions, since the series is for, and about, teenagers.
- In the end, the films were considered a success, even if there were both happy and unhappy fans. It's a great accomplishment to make films that are watched by millions of people, and you can't expect to be able to please everyone all of the time.

431 words Time taken _____

Part 1 45

3 「Vocabulary Skill」 涵蓋涵蓋重要單字訓練，例如：字根、字首、詞類變化、同反義字、複合字等等

- 6 People generally _____ talking to an aggressive person.
a like b don't like
- 7 A role model is someone you _____.
a respect b fear

B Complete the following paragraph with the words in blue from A. You might have to change the form of the word.

Young player leads his team to 4-3 victory

16-year-old Paulo Dias led the Metro City Rangers to victory last night in the final game of the National Soccer (1) _____ when he scored a goal in the last minute. The team's (2) _____, Ray Palmer, said, "We're very happy with Paulo. He's young but has great talent. He's very soft-spoken in person, but can be (3) _____ on the pitch and isn't afraid to challenge bigger players." Dias is (4) _____ about his future in football and says that one day he'd like to play on a (5) _____ team like his (6) _____, Lionel Messi. "Next year, I'll be even better and stronger!" Dias promised.

A Use the suffix *-ous* to change the nouns in the chart to adjectives. Use your dictionary to help you with spelling.

Noun	Adjective	Noun	Adjective
humor		courage	
danger		nerve	
fame		adventure	

Vocabulary Skill

Adjectives with the Suffix *-ous*

One way of forming adjectives in English is to combine *-ous* with a noun. The suffix *-ous* means to have or to be full of.

B Complete the following questions using one of the adjectives from A. Some may have more than one answer. Then discuss the questions with a partner.

- Do you consider yourself a(n) _____ person? Why?
- Have you ever met a(n) _____ person?
- What's the most _____ thing you have ever done?
- Have you ever been in a(n) _____ situation? What happened?
- Can you make people laugh? Do you know any _____ stories or jokes?

Motivational Tip: Why is this reading skill important? You will practice this reading skill in this chapter, but where can you also use this skill? When you realize that a reading skill can be applied beyond the text, your reading will improve.

The Unbeatable Yani Tseng 57

4 「Real Life Skill」 生活應用，例如：如何填寫學校申請表格、旅客入境表格、看懂徵人啟事、衣服上的標籤及上網找資料、運用字典技巧等等

Real Life Skill

Reading and Understanding

Immigration Forms

When you arrive in a foreign country, you must complete an immigration form to give to officials. These forms are for personal information, and they are often written in English.

A Read the immigration form below. Match the type of information with the question.

- | | |
|---------------------------|----------------------------|
| 1 _____ given name | a Are you male or female? |
| 2 _____ gender | b What's your job? |
| 3 _____ marital status | c What's your first name? |
| 4 _____ occupation | d What's your family name? |
| 5 _____ citizenship | e Are you married? |
| 6 _____ permanent address | f What's your nationality? |
| 7 _____ date of birth | g When were you born? |
| 8 _____ surname | h Where do you live? |

Visitor Arrival Form

Surname: _____ Given name(s): _____
 Passport Number: _____ Date of expiry: _____
 Place of issue: _____
 Permanent address: _____
 Date of birth: ____/____/____ Gender: M F Marital status: _____
 Citizenship: _____
 Occupation: _____
 Purpose of stay: tourism _____ business _____ visit relatives _____ other _____
 Length of stay: _____ days
 Welcome to our country!

B Complete the form with information about yourself.

What do you think?

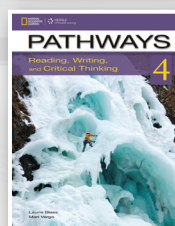
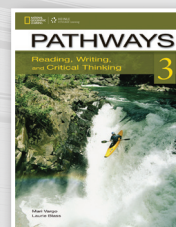
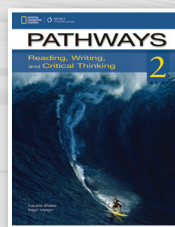
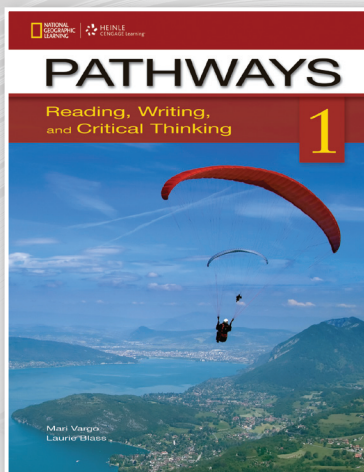
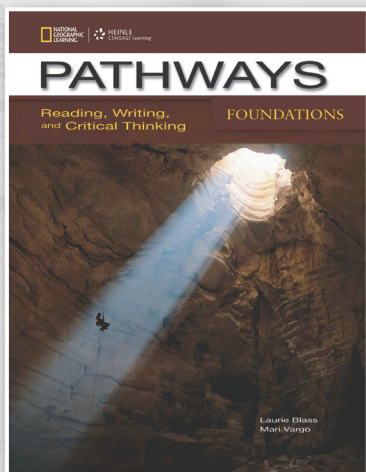
- Do you read blogs written by other travelers before going on holiday? Did you find them useful?
- Where have you traveled? Which place did you feel safest? Why?
- What would you do if you were in trouble in a foreign country?

30 UNIT 2 Chapter 2

Pathways (Reading and Writing)



➔ 結合國家地理頻道內容的讀寫雙技巧訓練教材



Pathways is National Geographic Learning's new academic series that helps learners develop the language skills they need to achieve academic success. The series features reading & writing strands, and develops learner's academic literacy skills through National Geographic content, images and video. This innovative series provides learners with a pathway to success.

每單元分為 Lesson A (閱讀)、Lesson B (閱讀)、Lessons C (寫作) 三個部分

★ Preparing to Read

從閱讀文章中挑選 10 個與主題相關的重點單字進行教學。

★ Word Link and Word Partner

字彙教學涵蓋字根字首分析訓練，以及搭配字用法。

★ Reading

每單元兩篇閱讀文章（附文章朗讀音檔），搭配各式圖表、地圖等，訓練解讀多元訊息的能力。

★ Developing Reading Skills

閱讀技巧訓練，包含 Skimming for gist, Understanding the main ideas for the paragraphs, Finding the right meaning, Finding supporting ideas, Scanning for key details 等等。

★ Writing

結合文法、句構分析與寫作技巧練習，架構完整的寫作概念；「Guided Process Approach」階段性引導學生從 planning, drafting, revising, and editing 完成寫作內容。

★ Critical Thinking Skills

重視批判性思考能力，透過 Analyzing, Making inferring, Synthesizing, Fact vs. Speculation, Reflecting 等練習，讓學生分析、批判與評斷訊息及意見。

★ Viewing 國家地理頻道影片

課本有完整的 DVD 教學活動設計，搭配影片解讀技巧訓練，例如：Understanding visuals、Note-Taking，強化聽說技能與批判性思考能力，加深學習印象。

★ Online Workbook

搭配線上作業，提供與課程相關的額外練習題。教師管理平台，有效掌握成績與學生學習進度。



配件清單

- | | |
|--|------------------------------------|
| 1. Student Book with Online Workbook Access Code | 4. DVD |
| 2. Teacher's Guide | 5. Assessment CD-ROM with ExamView |
| 3. Audio CDs | 6. Presentation Tool 教學簡報軟體 |



老師怎麼說

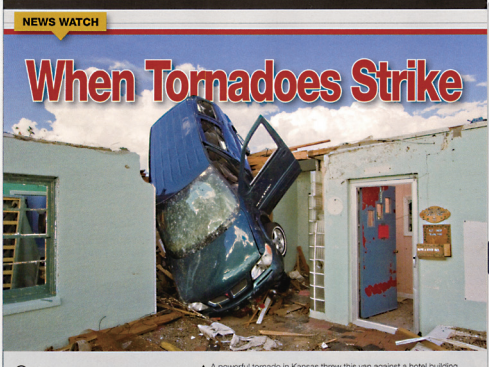
1. 圖文相當吸引人，再加上豐富的活動練習，上課使用很得心應手。
2. 我喜歡 Critical Thinking 的訓練方式，很具體，每個練習都有特定的 focus，引導學生如何做批判性思考。
3. 寫作的部分，份量剛剛好。
4. 內容包羅萬象，好有趣！上課氣氛很熱絡。

1 閱讀文章搭配各式圖表、地圖等，訓練解讀多元訊息的能力

READING

NEWS WATCH

When Tornadoes Strike



▲ A powerful tornado in Kansas threw this van against a hotel building.

The tornado that hit Joplin, Missouri, on April 26 2011, threw cars into the air as if they were toys. It pulled buildings apart and even broke up pavement¹—something that only the strongest twisters can do. The Joplin tornado was strong, but it was just one of an amazing number of powerful twisters to strike the United States recently.

A huge number of intense tornadoes hit several regions of the southern United States in 2011. In fact, more violent tornadoes struck the United States in April 2011 than in any other month on record.² In just two days, from April 26 to April 27, there were more than 100 separate twisters. The tornadoes moved through six states and killed at least 283 people.

The “Perfect Storm”

From April 26 to April 27, “perfect storm” conditions gave birth to a monster twister in Tuscaloosa, Alabama. “Perfect storm” conditions occur when warm, wet air rises and collides with cold, dry air at high altitudes.³

1 The pavement is the hard surface of a road.
2 If something is on record, it is written down and remembered from the past.
3 If something is at a particular altitude, it is at that height above sea level.

NATURE'S FURY | 125

LESSON A READING

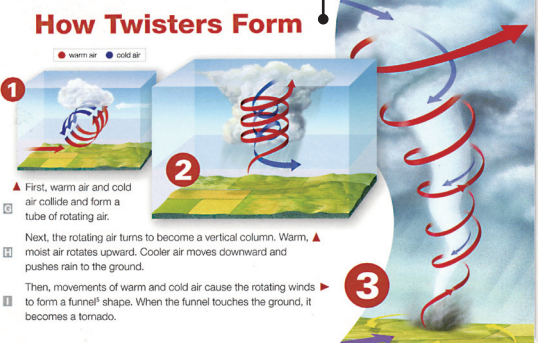
The Tuscaloosa tornado was 1.0 mile (1.6 kilometers) wide, with winds over 260 mph (400 kph). It stayed on the ground for an unusually long time. Tornadoes usually touch the ground for only a few miles before they die. But experts think the Tuscaloosa tornado stayed on the ground and traveled 300 miles (480 kilometers) across a region extending from Alabama to Georgia. “There were no limitations,” said tornado expert Tim Samaras. “It went absolutely crazy. It had nothing but hundreds of miles to grow and develop.”

Strong, But Not Surprising?

What caused the violent tornadoes in 2011? Experts disagree. Some think warmer-than-normal water temperatures in the Gulf of Mexico were the cause. Other people, such as Russell Schneider, director of the U.S. Storm Prediction Center, think it's because of a weather pattern called “La Niña.” La Niña can affect the climate in the United States. It makes air drier or wetter and causes temperatures to rise and fall. Some experts, such as Samaras, think we simply don't have enough data to decide.

Because their cause is unclear, scientists around the world continue to study tornadoes. One day their research will help us to better understand the conditions that cause tornadoes to form. Eventually, we may even be able to predict how strong they will be and where they will hit.

How Twisters Form



- ▲ First, warm air and cold air collide and form a tube of rotating air.
- ▲ Next, the rotating air turns to become a vertical column. Warm, moist air rotates upward. Cooler air moves downward and pushes rain to the ground.
- ▲ Then, movements of warm and cold air cause the rotating winds to form a funnel³ shape. When the funnel touches the ground, it becomes a tornado.

1 La Niña (Spanish for the girl) is a weather pattern that occurs when cold water in the Pacific comes to the surface of the ocean off the coast of South America.
2 A funnel is a shape with a wide, circular top and a narrow, short tube at the bottom.

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2 「CT Focus」 Critical Thinking Skill 具體訓練批判性思考能力

UNDERSTANDING THE READING

A | Understanding the Gist. Look back at your answer for exercise D on page 124. Was your prediction correct?

B | Identifying Main Ideas. Write answers to the questions.

1. What made the April 2011 tornado season so unusual?

2. What was unusual about the Tuscaloosa tornado?

C | Identifying Key Details. Find in the reading passage the answers to the following questions. Note the paragraphs in which you find the information. Write the answers in your own words. Then share your answers with a partner.

1. What are “perfect storm” conditions for a tornado?
Paragraph: _____
2. What may have caused the violent tornadoes of 2011?
Paragraph: _____

D | Critical Thinking: Evaluating Sources. Find the following quote and paraphrase in “When Tornadoes Strike.” Note the paragraphs where you find each one. Then discuss your answers to the questions.

Quote: “There were no limitations,” said tornado expert Tim Samaras. “It went absolutely crazy. It had nothing but hundreds of miles to grow and develop.” Paragraph: _____

Paraphrase: Other people, such as Russell Schneider, director of the U.S. Storm Prediction Center, think it's because of a weather pattern called “La Niña.” Paragraph: _____

1. Why did the writer quote Samaras? (What idea does it support?)
Why did the writer paraphrase Schneider? (What idea does it support?)
2. How does the writer describe Samaras and Schneider? For which source do you have more specific information?

E | Critical Thinking: Analyzing. Does the article give the cause of the unusual tornado outbreak? Discuss your answer with a partner.

F | Critical Thinking: Inferring. According to the reading, tornadoes killed 283 people in April 2011. How else do you think people were affected by these tornadoes?

CT Focus
Writers often quote or paraphrase (restate the ideas of experts) to support information in an article. They may introduce these sources with According to... or the expert thinks/says...

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3 文法、句構分析與寫作技巧練習

EXPLORING WRITTEN ENGLISH LESSON C

GOAL: In this lesson, you are going to plan, write, revise, and edit a paragraph on the following topic: *Explain a process that you know well.*

A | Brainstorming. You are going to write a process paragraph. A process can be either an explanation of how to do something or an explanation of how something happens.

Work with a partner. Make a list of processes that you are familiar with. Put a check next to the ones that you can explain. Then take turns explaining them to your partner.

<input type="checkbox"/> what to do when lightning strikes	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B | Journal Writing. Write in your journal about one of the processes that you checked in exercise A. Write for three minutes.

C | Analyzing. Read the information in the box. Complete the sentences (1–3) with the correct form of the verb in parentheses.

Language for Writing: Verb Forms for Describing a Process

Writers usually use two verb forms when they describe a process—the imperative and the simple present.

If you are explaining how to do something, use the imperative. The imperative is the base form of a verb. You do not use a subject with the imperative. For example:
First, **remove fuel** in the fire's path.

The subject, *you*, is understood. *Remove* is the base form of the verb.

If you are explaining how something happens, use the simple present. For example:
Then warm air **moves upward**.
Then firefighters **look for something in the area that can block the fire**.

Remember to make subjects and verbs agree when you use the simple present.

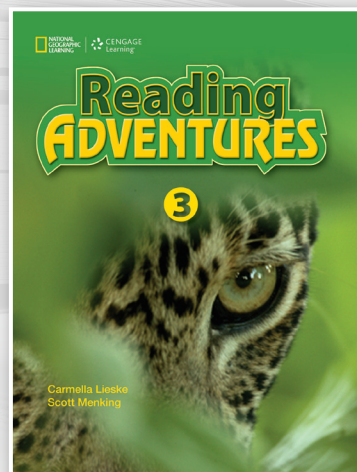
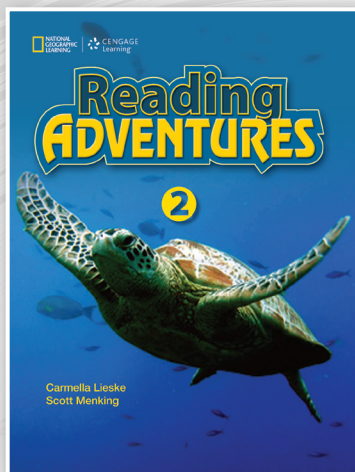
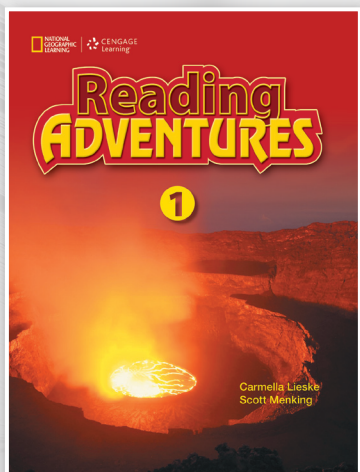
1. _____ (move) indoors during a lightning storm, if possible.
2. Firefighters _____ (dig) a trench to block the fire.
3. First, warm air _____ (collide) with cold air at high altitudes.

D | Applying. Write three imperative sentences and three sentences in the simple present. Use the ideas from exercises A and B above.

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Reading Adventures

專為初級程度學生設計的閱讀教材



Reading Adventures is a three-level reading series which teaches both the language and knowledge learners need to fully participate in today's global community. Using carefully adapted National Geographic text, images, and video, Reading Adventures develops both learners' understanding of the wider world in which they live, and the language skills necessary to succeed in the classroom.

最新系列，共三冊，適合初階程度學生使用

結合國家地理雜誌內容，活潑豐富；並與真實生活題材緊密結合

例如：和鐵達尼號、星際大戰主題有關的閱讀文章，加深學生的印象與理解。

★ Reading Comprehension

閱讀理解題目皆明確指出閱讀技巧（Detail, Reference, Main idea, Vocabulary 等）。

★ Strategy

閱讀策略教學，運用圖表（例如樹狀圖、時間軸、分類表格等），引導學生理解文章架構與內容重點。

★ Language Practice

著重常用字彙、搭配字用法與字根字首，並有「Word Partners」講解單字用法。

文法重點與練習題目設計，皆依據文章內容中出現的重要文法觀念所設計。

★ Review

複習單元皆以世界重要遺產與各國著名的民間故事傳說為閱讀主題，複習學過的字彙文法，並拓展學生世界觀。例如：介紹中國萬里長城與孟姜女哭倒長城的故事。

DVD 延伸學習

每單元最後都有影片的教學頁面，訓練學生 Preview 及 解讀影片訊息的能力，並學習相關單字。DVD 影片旁白重新錄製，符合學生程度。

豐富的線上練習

課本音檔可從網頁免費下載。



Headwords

Book 1 — 130-165 Book 3 — 225-275
Book 2 — 180-220



配件清單

- | | |
|-----------------------|---|
| 1. Student Book | 5. Assessment CD-ROM with ExamView |
| 2. Teacher's Guide | 6. Online Learning |
| 3. Classroom Audio CD | http://www.heinleelt.com/readingadventures/book1/ |
| 4. Classroom DVD | |



老師怎麼說

1. 很適合程度初級的學生來用，對他們比較不會有壓力。
2. 很用心的設計了文法的練習。
3. Real-world content 學生閱讀起來有興趣，是幫助學習很重要的關鍵。
4. 「Strategy」用圖示分析文章架構的設計很好。

1 重點單字教學

2 重點單字以顏色標出

3A The Long, Hard Road

▲ map of the Tea Horse Road

The Tea Horse Road went up and down mountains and across valleys.

▲ A mule is a type of pack animal.

Before You Read

A Completion. Look at the map above and complete the paragraph.

The old Tea Horse Road was 2,200 kilometers (1,400 miles) long. People took tea from (1) _____ to Kangding. Pack animals then carried the tea from Kangding to (2) _____. There were (3) _____ routes from Kangding to Lhasa—the Northern Route, the _____ Route, and the _____ Route. Then the porters brought horses back from Lhasa.

B Definitions. Match the words with their meanings.

1. during 2. cross 3. job 4. lift 5. carry 6. heavy 7. trip (n.) 8. travel (v.)

a. b. at some point between two times c. to go from one side to the other d. to move from one place to another place

e. f. to move something up g. When you take a _____ you go somewhere. h. work you do for money

38 Unit 3 Amazing Feats

Reading

Strategy: Predicting. This passage is about people working on the Tea Horse Road. What do you think their job was like? Tell a partner.



PORTERS ON THE TEA HORSE ROAD

Can you **lift** a person? Could you **carry** that person for 200 kilometers?

Before 1950, some Chinese did something like that. These men and women, called porters, carried tea on their backs. They walked for 20 days. **During** that time, they **traveled** about 200 kilometers.¹

Luo Yong Fu was one of the porters. Although he weighed only about 50 kilograms,² he carried more than 60 kilograms of tea! The **heavy** tea wasn't the only hard part of the **trip**. The porters went up mountains. They **crossed** valleys. They didn't even stop when the snow was a meter deep. Luo Yong Fu carried tea from 1935 to 1949. He said, "It was a terrible **job**." But people today still remember their hard work. The horses they brought back helped many people in China.

The tea was heavy, so the porters had to rest often. As they walked, they sang a song.

THE PORTER'S SONG

Seven steps up, rest.
Eight steps down, rest.
Eleven steps flat, rest.
You don't rest, you are stupid.³

¹ 200 kilometers: 125 miles
² 50 kilograms: 110 pounds
³ stupid: not clever or smart

3 閱讀理解題目皆明確指出閱讀技巧

4 閱讀策略學習，運用圖表引導學生理解文章架構與內容重點

5 單字教學著重常用字彙、搭配字用法與字根字首等練習

6 依據文章內容中出現的重要文法觀念所設計的練習題

Reading Comprehension

A Circle the correct answer.

Clst 1. What is the reading mainly about?
a. tea b. tea porters c. Luo Yong Fu

Detail 2. Every day, the porters walked about _____ kilometers.
a. 10 b. 20 c. 200

Detail 3. Luo Yong Fu carried tea for about _____ years.
a. 15 b. 35 c. 50

Purpose 4. What is the purpose of the passage?
a. to show how tea is carried today
b. to show the history of tea in China
c. to show the porters had a hard but important job

B Strategy: Diagram completion. Complete the diagram with the words from the box.

carry cross heavy trip travel

40 Unit 3 Amazing Feats

Language Practice

A Vocabulary: Words in context. Circle the correct word in each sentence.

1. Students usually (**carry** / lift) their books in a bag.
2. You can't talk (**during** / when) tests.
3. Many birds (**trip** / travel) south in winter.
4. Firefighters have a hard (**work** / job).
5. (**Elephants** / Insects) are heavy.
6. Very few people can (**lift** / trouble) a car.
7. The Great Wall¹ (**crosses** / travels) China from east to west.
8. Some families take a (**trip** / travel) every year.

B Grammar: Contrasting using although. Read the example sentences. Sentence b is from the passage.

a. He weighed only about 50 kilograms, **but** he carried more than 60 kilograms of tea.
b. **Although** he weighed only about 50 kilograms, he carried more than 60 kilograms of tea.

Use **although** to join the sentences below. Then write two more sentences with your own ideas.

1. It was a terrible job. People still remember their hard work.

2. The tea was heavy. The porters carried it.

3. It often snowed. The porters didn't stop.

4. _____

5. _____

Word Partners

Use cross with:
cross the street, cross a road,
cross a line, cross a river

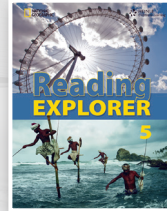
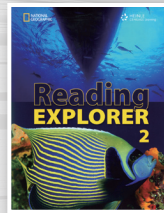
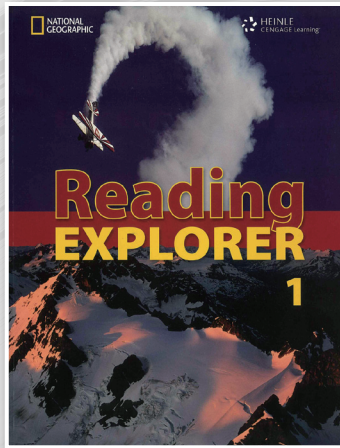
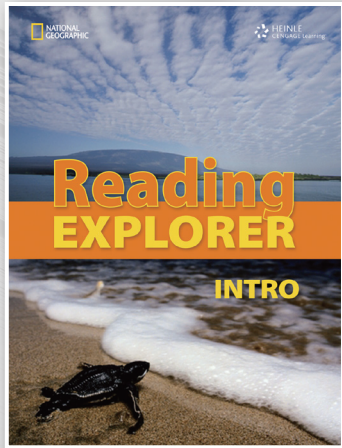
▲ ¹ The Great Wall is over 8,000 kilometers long.

3A The Long, Hard Road 41

7 「Word Partners」講解單字用法

Reading Explorer

➔ 首創與國家地理頻道結合的英語閱讀教材



Reading Explorer is now a six-level reading series which uses carefully adapted National Geographic text, images and video to develop reading and vocabulary skills for learners of English. Each unit of Reading Explorer contains two reading passages, and an optional video activity. Reading passages cover a wide range of real-world topics covering culture, science, social issues, and travel and adventure. Video activities can be done in class or at home using the Student CD-ROM.

完美結合國家地理頻道及雜誌的經典內容及高畫質影像，提供學生最佳的閱讀訓練

★ **Explore More 國家地理頻道影片**

針對每單元的影片的教學頁面，加強學生 Preview 及 Summary 的能力，並加強相關單字。

融合多元化的視覺呈現

例如影片、圖表、餅圖、柱狀圖，訓練學生對訊息解讀的能力。

DVD 影片旁白重新錄製，符合學生程度

教學與活動內容與學習主題緊密結合

例如：以聞名世界的冰人為主題的閱讀文章，搭配相同主題的影片，加深學生的印象與理解。

豐富的國家地理網站

提供額外的相關資訊與練習活動，適合學生作報告與小組討論。

★ **Reading Comprehension**

閱讀理解題目皆明確指出閱讀技巧 (Detail, Reference, Main idea, Vocabulary 等)。

學生本附有學習 CD-ROM

涵蓋了 12 單元全部的影片、文章、音檔、及 48 組字彙練習以及額外的活動。

★ **Vocabulary Practice**

針對單字提供克漏字與選擇題練習，並有「Word Partnership」講解單字用法。



Headwords

Intro	500-800	Book 3	1900-2600
Book 1	800-1300	Book 4	2600-3000
Book 2	1300-1900	Book 5	3000-3500



配件清單

- | | |
|---|--|
| 1. Student Book with CD-ROM (Audio CD, Video, Exercise) | 6. Teaching PowerPoint Presentation |
| 2. Teacher's Guide | 7. First Class PowerPoint Presentation |
| 3. Classroom Audio CD | 8. Teaching Reading Skills PowerPoint Presentation |
| 4. Classroom DVD | |
| 5. Assessment CD-ROM with ExamView | |



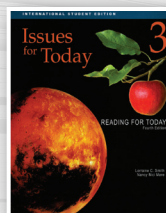
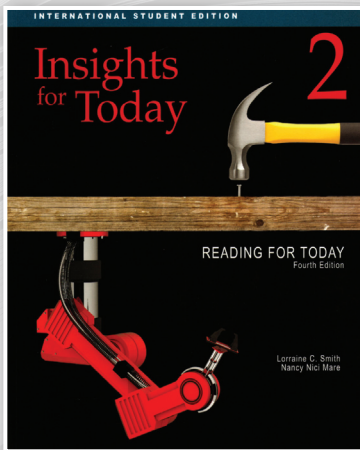
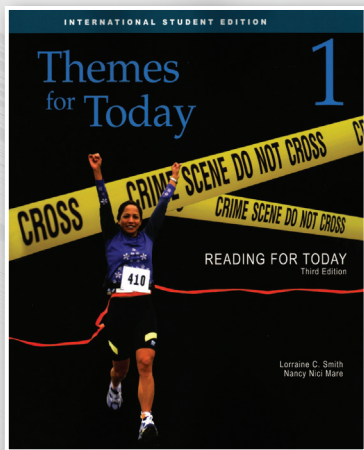
老師怎麼說

1. Content-based reading 對加強學生的閱讀學習很有幫助，因為對內容產生興趣。
2. National Geographic 的多元化內容，與閱讀教學的結合，令人眼睛一亮。
3. 影片的呈現再加上閱讀內容，能讓學生保持學習興趣並參與討論。
4. 字彙的教學設計很用心，包含字根字首、搭配詞的用法都有涵蓋。
5. 學生本的 CD-ROM 影片還提供字幕選擇，真的是非常的用心。



Reading for Today Series

深受各國老師喜愛，具話題性主題的閱讀教材！



Reading for Today is a five-level academic skills program that systematically develops students' reading and vocabulary skills through engaging themes and comprehensive practice. The Reading for Today series teaches essential reading strategies like skimming, scanning, fact-finding, and paraphrasing, and gives students opportunities to talk and write about what they've read. The new edition of this best-selling series helps learners build solid skills for academic success!

收錄符合潮流的文章，提升學生的學習興趣

包含社會、文化、科技、教育等等議題：例如東北航線、隔代教養、科學鑑識辦案、現代飲食等等。並新增加全球新趨勢議題，例如：機器人話題、寵物療法等等。

閱讀文章選材自知名刊物原文內容

Topics for Today (Book 5) 的閱讀文章皆收錄自 Time, Newsweek, The New York Times, U.S. News & World Report 等。

閱讀技巧教學

涵蓋所有重要閱讀技巧，例如 Skim reading for main idea, Scan for information, Draw conclusions, Make predictions 等等。

★ Information Organization

運用組織圖分析主旨及重點，幫助學生釐清文章所要講述的重點。

★ Critical Thinking Strategies

訓練學生針對文章主題提出自己的看法、評論或意見；進一步討論文章作者的寫作目的及寫作文章的語氣所代表的意義，並提供延伸的說與寫的練習。

豐富的字彙教學

Vocabulary in Context: 訓練學生從上下文理解單字

Word Forms: 訓練學生熟記詞類變化

Word Partnerships: 訓練學生搭配詞的運用

Dictionary Skills: 訓練學生查工具書找答案 (採用著名辭典 Collins COBUILD Dictionaries)

線上教學資源

搭配相關主題的線上影片連結或是相關報導網頁，提供豐富的延伸性討論。

Youtube Link PowerPoint

根據每篇文章的內容，提供數個 YouTube 影片連結，每個連結並附上影片長度，讓教學更生動活潑。



配件清單

- | | |
|--|-------------------------------------|
| 1. Student Book | 6. Student Website |
| 2. Instructor's Manual with Answer Key | 7. Instructor Website |
| 3. Audio CD | 8. Teaching PowerPoint Presentation |
| 4. Assessment CD-ROM with ExamView | 9. Unit PowerPoint |
| 5. Online Resources | 10. Youtube Link PowerPoint |

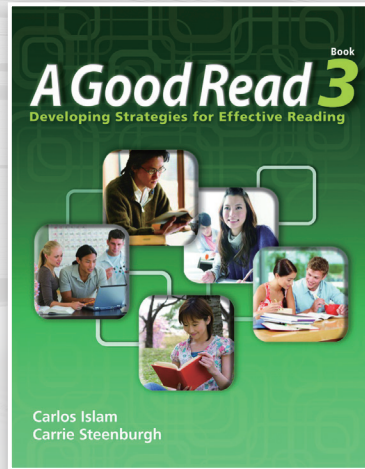
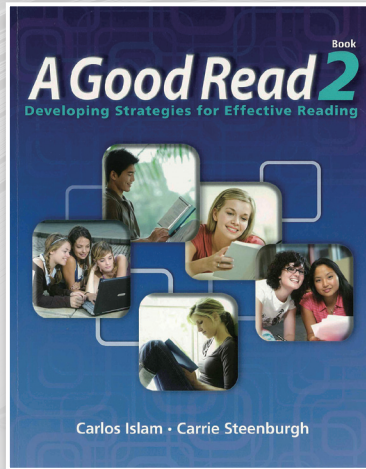
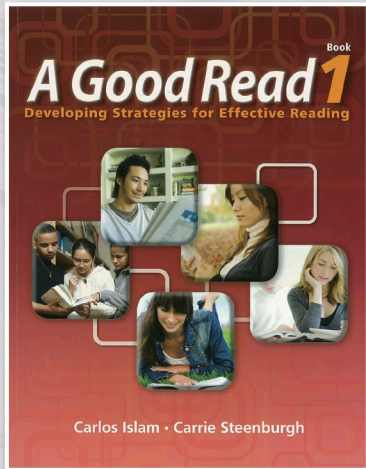


老師怎麼說

- Information Organization 的練習設計非常好，很能訓練學生的組織能力，這對將來他們自己要組織簡報的架構很有幫助。
- 我最喜歡 Information Organization，現在的學生多屬視覺型學習者，這個練習有助於學生了解閱讀內容。
- 單字提供詞類變化，對提升學生的字彙量很有幫助。
- 所選取的主題很切實際，像“隔代教養”這個議題就引發同學很多討論。
- 線上教學影片選的非常棒，和主題配合的很好，有些影片甚至完全吻合文章所談論的主角人物或情境，讓學生閱讀之餘，還能有影片加深印象，增加學生的學習興趣。

A Good Read

➔ 最符合考試類閱讀訓練的進口教材！



A Good Read promotes fluent and effective reading through high interest texts, extensive coverage of reading strategies, and an explicit focus on lexical development.

有趣、啟發學生思考的閱讀文章

能提升學生學習興趣，例如：笨賊搶銀行、東西方思考差異、男女是否該分校、男女大不同、美麗的定義等等。

閱讀策略教學

每單元整合常用且重要的閱讀策略，例如：Understanding purpose and tone, Visualizing, Associating, Judging, and Summarizing, Separating fact from opinion.

清楚的閱讀訓練步驟

Before Reading, While Reading, After Reading，搭配三篇閱讀文章，反覆練習。

訓練學生各類型英語測驗

例如：全民英檢、雅思、多益及托福中常見的閱讀題型及作答技巧。

額外的閱讀理解題庫

每篇文章皆提供「詞彙與結構」及「閱讀理解」兩大類題目，豐富的練習可作為課堂練習，亦可當作考試。

- 每篇文章皆提供聽力音檔，訓練學生聽與讀的能力。



Length of main texts

Book 1	250-350	Book 3	700-800
Book 2	350-450		



配件清單

- | | |
|--------------------|--------------|
| 1. Student Book | 3. Audio CD |
| 2. Teacher's Guide | 4. Test Bank |



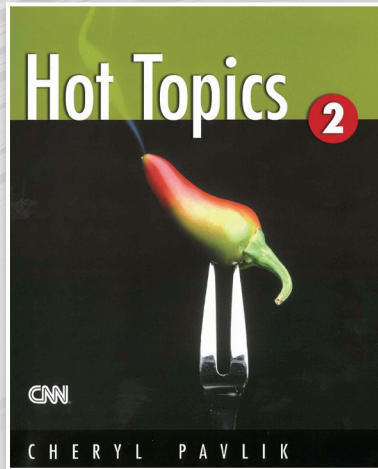
老師怎麼說

1. 教學目標和步驟非常清楚，照著步驟教，很容易上手。
2. 不斷從相關文章做實際練習，讓我的學生更熟悉所謂的 skimming, scanning, inferring 等等閱讀的策略。
3. 文章的長度適中，很適合做考試類的閱讀訓練。



Hot Topics

➔ 最夯、最具話題性的主題！搭配 CNN 影片的最佳閱讀教材！



Hot Topics is guaranteed to engage readers, stimulate thinking, and provoke conversation while supporting reading skills development.

閱讀主題涵蓋有趣又具時事性的話題

例如：網路交友的利弊、算命準不準、Reality TV 為什麼吸引人、外貌重不重要、哪些人最容易說謊等等。

文章方向具新聞性，可作為新聞英文

每章節提供三篇文章閱讀

各篇文章針對相同議題提出不同的觀點、以及不同程度的爭議性，難度由簡入深，適合讓學生討論。作文章的語氣所代表的意義，並提供延伸的說與寫的練習。

閱讀技巧及理解訓練

例如：Understanding cohesion、Identifying transition words and phrases、Understanding tone, Detecting bias 等等。

每單元皆有搭配相關主題的 CNN 影片以及練習



每單元皆有搭配相關主題的 CNN 影片以及練習

配件清單

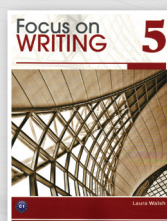
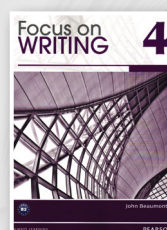
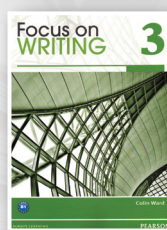
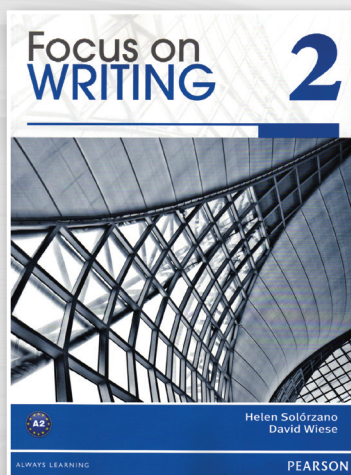
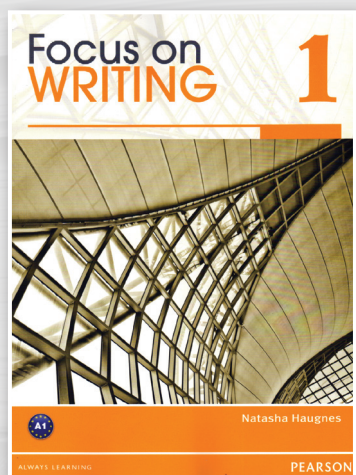
- | | |
|------------------------------------|---------------------------------------|
| 1. Student Book | 4. Online Glossary with pronunciation |
| 2. Instructor's Manual | 5. CNN Video |
| 3. Assessment CD-ROM with ExamView | |

老師怎麼說

1. 主題選的很好，與時事結合、具話題性，往往相同的事情就發生在生活週遭，很容易引發學生的興趣和討論。
2. 容易與時事配合，可以當作是新聞英文的教材。
3. 與 CNN 影片搭配，同時訓練學生觀看英文新聞的能力。
4. CNN 影片中會訪問不同的人，講述不同的觀念，內容很實用。

Focus on Writing

完整涵蓋各程度，逐步建構寫作必備實力



Focus on Writing gives students an essential set of tools to ensure that they master not only the writing process, but also the grammatical structures, lexical knowledge, and rhetorical modes required for academic writing.

全系列五冊

依照程度循序漸進設計，內容包括：Book 1 句子寫作，Book 1-3 段落寫作，Book 3-5 進階論文寫作。

透過按部就班的教學步驟

★ Building Word Knowledge

提供寫作時會用到的字彙教學，例如：單字的詞類變化、同義字、反義字、搭配字、轉承語等用法。

★ Step 1 Prewriting

運用各式 Graphic Organizer，例如：Timeline、Venn diagram、Cause-effect web 等等，幫助學生釐清寫作範文中的文章架構，並同時在組織自己的構想，建立初稿寫作的第一步。

★ Step 2 Writing the first draft

詳細的寫作引導說明與例子，輔以大量的練習，讓學生按照步驟完成初稿寫作。

★ Step 3 Revising

從分析範文、字彙和寫作技巧等練習，讓學生了解一篇好文章的必備條件，並加以檢視自己的初稿文章，利用 Revision Checklists 確認需要修改的部分。

★ Step 4 Editing

Grammar Presentation Chart 表格式的文法說明，加強學生句子寫作的正確性，並藉由 Editing Checklist 反覆檢查、校對自己的最後完稿。

★ Tips for Writers

涵蓋多樣寫作要點，包括標題、標點符號、大小寫、修辭、如何運用連接詞、讀者決定文章語氣的選擇、正反論述的必要性等等。

- 教師手冊包含課程規劃、教學指引、限時寫作練習 (timed writing assignments)、文章評量準則、課本解答，並收錄真實學生的寫作作品。

配件清單

1. Student Book
2. Online Teacher's Manuals

老師怎麼說

1. Graphic Organizer 可以幫助學生歸納想法，讓寫作內容更言之有物。
2. 我特別喜歡單字教學裡的轉折語法整理，很清楚地把可以用在文章裡的起承轉合詞彙作系統性的分類，介紹給學生。
3. 用例句進行句型分析的設計很實用，還很貼心的把重點用有色框標示。
4. 主題都很有趣，融合了時下大家喜歡討論的議題，像是 Apple、Facebook、選秀節目等等。

1 Graphic Organizer, 幫助學生釐清寫作範文中的文章架構

Planning for Writing

■ BRAINSTORM

A. Which of these items do you think contain corn? Check (✓) your answers. Then discuss them with a partner or as a class.

___ cereal ___ shopping bags ___ paper ___ pet food
___ drinking straws ___ clothing ___ ink ___ crayons

B. Read the information about corn. Which examples do you find surprising or interesting? Discuss those examples with a partner.

Where Is Corn Today?

There are more uses for corn today than ever. Here are some examples:

- About 30 percent of corn grown in the United States is used to make ethanol.
- Many plastic water bottles are made from corn.
- Corn is the main ingredient in many types of dry pet food.
- Many soft drinks and cereals are sweetened with corn syrup.
- Corn is used in ink and paper for textbooks.

C. Using an Opinion Chart. When you express an opinion in writing, you can use a chart to record your opinion, reasons why you hold this opinion, and examples to support it.

Work with a partner. Reread the information about corn in Exercise B. Then use the opinion chart below to list an example that supports each reason.

Opinion			
<i>I think corn is one of the most useful foods in the world.</i>			
Reason / Fact	Reason / Fact	Reason / Fact	
<i>It is a sugar.</i>	<i>It is a fuel.</i>	<i>It is a plastic.</i>	
Example	Example	Example	

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2 清楚分析文章架構，並輔以大量練習幫助完成初稿寫作

Step 2 Writing the First Draft

■ THE TOPIC SENTENCE

In an opinion paragraph, the topic sentence presents the topic and your controlling idea (your personal view or belief) about the topic. Writers often let readers know that they are stating an opinion by using words such as *I believe, to me, I think, or in my opinion*. Writers also express their opinions by using the modal *should* and phrases such as *(one of) the best or the most*.

An opinion is different from a fact. A fact gives information that can be proven and measured. A fact is something that most people agree is true. The topic sentence of an opinion paragraph should not simply state a fact. Instead, it should express a personal view or belief you have about the topic—one that other people may agree or disagree with.

When you read the following topic sentences for an opinion paragraph, you can see the differences between a strong topic sentence and a weak one. The first two sentences clearly express a specific opinion about a food. The last two sentences state facts but do not express any opinion or use any opinion markers.

The Opinion Paragraph

- ▼ Topic Sentence
- Topic
- Controlling Idea
- Opinion (Personal View or Belief)
- Opinion Markers
- Body Sentences
- Concluding Sentence(s)

Examples:

Strong: Of all the foods in the world, I think that corn is the most useful.

Strong: I believe that more people should eat durian because this thorny fruit improves physical and mental health.

Strong: In my view, people throughout the world love rice for a good reason: It is one of the most useful food products.

Weak: Corn is a plant that can be turned into a kind of plastic, sugar, and gasoline.

Weak: Durian is a thorny fruit that comes from Southeast Asia.

Weak: Today scientists are able to make fuel from rice.

Focused Practice

A. Circle the topic sentence that states an opinion (a personal view or belief).

1. a. The avocado is considered a fruit because it has seeds.
- b. I think the avocado is one of the best fruits in the world.
2. a. There are many sugar substitutes that people can choose.
- b. I do not think there is anything wrong with using real sugar.

Foods for Thought 57

3 「Building Word Knowledge」提供寫作時會用到的字彙教學，例如：單字的詞類變化、同義字、反義字、搭配字、轉承語等用法

...their solar panels and wind turbines.⁴ That is why renewable energy is expected to become one of the fastest growing industries of the future.

11 **Space Tour Guides** Do you love to travel? Do you want to get paid to explore unknown places? A job as a space tour guide may be the answer. With today's advanced aircraft, space travel is already a reality. Virgin Galactic promises to

12 Today there are a number of space tourism companies that need tour guides to bring outer space to life. It might be a risky job, but the benefits are huge. You not only get to experience life above Earth—you also get paid for doing so. Here's to the future!

⁴turbines: engines that work when the pressure from a liquid or gas moves special wheels around

Building Word Knowledge

Using Collocations. To write well, select words and expressions that express your meaning accurately and naturally. In English, certain words appear together frequently. These word partners are called *collocations*. Here are some collocations from "Jobs: What the Future Holds."

global economy: the way that money, businesses, and products are organized throughout the whole world

green jobs: types of work that are related to or concerned with the environment

renewable energy: energy that is able to be replaced by natural processes so that it is never used up

world population: the total number of people living in the world

Locate the collocations in the reading on page 102. Notice how they are used.

Focused Practice

A. Read the Tip for Writers. Work with a partner. Discuss the writer's main purpose for writing "Jobs: What the Future Holds." Then, on your own, write a sentence explaining what the writer's purpose is and how you know this.

Tip for Writers

Before writers begin to write about a topic, they have to determine their **purpose** for writing. The purpose affects how and what they discuss about the topic. There are three basic purposes for writing: to inform, to persuade, or to entertain.

B. Read the article again. Write the name of the job and circle an increase or a decrease to complete each statement based on the reading. The first one is done for you.

1. ATMs and online banking are causing (an increase / a decrease) in jobs for travel agents.
2. Factory use of robots is causing (an increase / a decrease) in jobs for _____.

(continued)

Jobs of the Future 103

4 「Grammar Presentation」表格式的文法說明，加強學生句子寫作的正確

Step 4 Editing

■ GRAMMAR PRESENTATION

Before you hand in your revised essay, you must check it for any errors in grammar, punctuation, and spelling. In this section, you will learn about gerunds. You will focus on this grammar when you edit and proofread your essay.

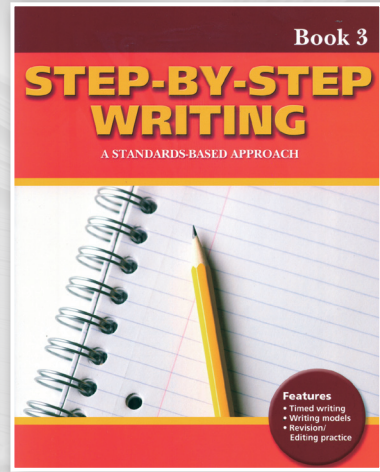
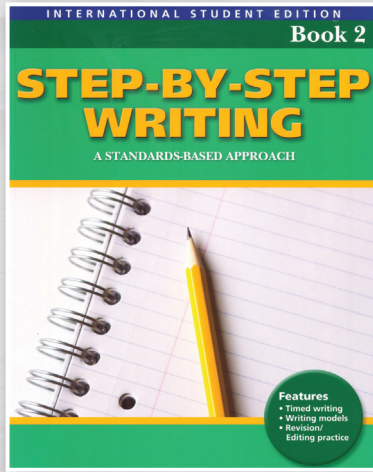
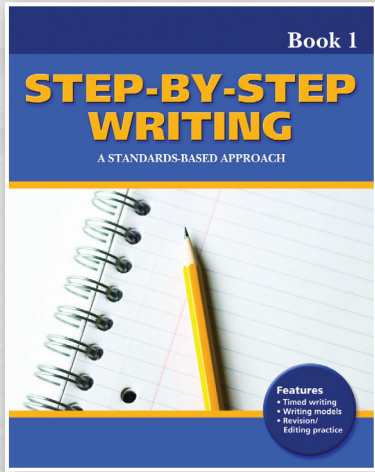
Gerunds: Subject and Object

Grammar Notes	Examples												
<p>1. A gerund (base form of verb + <i>-ing</i>) is a verb that we use like a noun.</p> <p>Be Careful! There are often spelling changes when you add <i>-ing</i>.</p> <p>Form the negative by placing not before the gerund.</p>	<p>• Doing exercise is important to stay healthy.</p> <p>• Taking antibiotics may lead to more infections.</p> <p>• Getting sick is a natural part of everyone's life.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Base Form</td> <td style="padding: 2px;">Gerund</td> </tr> <tr> <td style="padding: 2px;">take</td> <td style="padding: 2px;">taking</td> </tr> <tr> <td style="padding: 2px;">get</td> <td style="padding: 2px;">getting</td> </tr> </table> <p>• Not taking antibiotics may result in fewer ear infections.</p> <p>• Not getting enough exercise can lead to poor health.</p>	Base Form	Gerund	take	taking	get	getting						
Base Form	Gerund												
take	taking												
get	getting												
<p>2. A gerund can be the subject of a sentence. It is always singular. Use the third-person-singular form of the verb after gerunds.</p> <p>Be Careful! Do not confuse a gerund with the progressive form of a verb.</p>	<p>• Littering damages the environment.</p> <p>• Washing your hands helps to prevent exposure to germs.</p> <p style="padding-left: 20px;">gerund</p> <p>• Exercising makes your muscles stronger.</p> <p style="padding-left: 20px;">progressive form</p> <p>• He is exercising right now.</p>												
<p>3. A gerund can also be the object of certain verbs. Use a gerund after these verbs:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">advise</td> <td style="padding: 2px;">dislike</td> <td style="padding: 2px;">prevent</td> <td style="padding: 2px;">stop</td> </tr> <tr> <td style="padding: 2px;">avoid</td> <td style="padding: 2px;">finish</td> <td style="padding: 2px;">quit</td> <td style="padding: 2px;">suggest</td> </tr> <tr> <td style="padding: 2px;">consider</td> <td style="padding: 2px;">keep</td> <td style="padding: 2px;">recommend</td> <td style="padding: 2px;">understand</td> </tr> </table>	advise	dislike	prevent	stop	avoid	finish	quit	suggest	consider	keep	recommend	understand	<p>• The doctor advised exercising more.</p> <p>• She avoids eating unhealthy foods.</p> <p>• I dislike taking a lot of medication.</p> <p>• They keep covering their mouths.</p> <p>• That will prevent infecting others.</p> <p>• He recommends being less clean.</p>
advise	dislike	prevent	stop										
avoid	finish	quit	suggest										
consider	keep	recommend	understand										
<p>4. A gerund can also be the object of a preposition.</p> <p>Use a gerund after prepositions such as:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">about</td> <td style="padding: 2px;">before</td> <td style="padding: 2px;">in</td> <td style="padding: 2px;">to</td> </tr> <tr> <td style="padding: 2px;">against</td> <td style="padding: 2px;">by</td> <td style="padding: 2px;">of</td> <td style="padding: 2px;">with</td> </tr> <tr> <td style="padding: 2px;">at</td> <td style="padding: 2px;">for</td> <td style="padding: 2px;">on</td> <td style="padding: 2px;">without</td> </tr> </table> <p>Because gerunds are nouns, they can be the object of a preposition.</p> <p>Remember: Form the negative by placing not before the gerund.</p>	about	before	in	to	against	by	of	with	at	for	on	without	<p>• People can protect their skin by using sunscreen.</p> <p>• Stretch before exercising.</p> <p>• I am against overusing antibiotics.</p> <p>• Living with pets prevented the immune system from attacking itself.</p> <p>• They are relieved about not having allergies anymore.</p>
about	before	in	to										
against	by	of	with										
at	for	on	without										

146 UNIT 6

Step by Step Writing

➔ 寫作技巧與考試訓練，雙管齊下！



Standards-based writing and test-taking skills are taught through a **step-by-step** approach with the use of writing models, grammar activities, graphic organizers, revision/editing practice, checklists, and timed writings.

清楚完整的步驟，訓練各種寫作文體

例如：敘事文、自傳、履歷表、正式信件、電子郵件、技術性文件、學術報告、讀書報告等等。

涵蓋寫作重要方法

例如：標點、句子架構、開場白與結語、同音異義字、直接引述、間接引述、換句話說、文獻引用等等。

紮實的練習設計

融合看圖寫作、範本、文法練習、組織圖、修改編輯、計時寫作等等。

★ Technology Skills

訓練學生如何更精確地在網路上查資料，例如：如何選擇關鍵字

單字教學

以主題區分，例如：與描述方向有關的名詞（avenue, blocks, intersection, street）、動詞（follow, pass, stay, turn, go straight）、順序詞（first, next, then, after that）

- 訓練各類英檢考試（全民英檢、多益、托福、雅思）寫作題型的最佳教材。



配件清單

- | | |
|--------------------|------------------------------------|
| 1. Student Book | 3. Assessment CD-ROM with ExamView |
| 2. Teacher's Guide | |

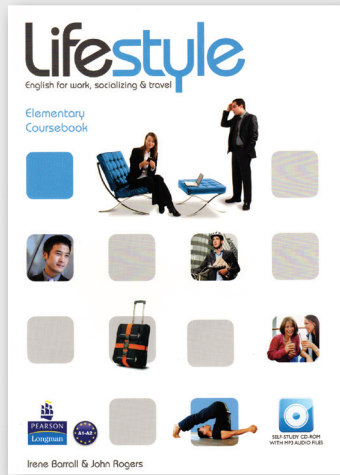


老師怎麼說

1. 步驟清楚，教完之後，學生寫出來的作文就很有樣子了。
2. 「Writing Captions」的練習，最適合訓練 GEPT 的段落寫作題型。
3. 基礎寫作的訓練紮實，培養學生將來繼續升學或是就業的英語寫作能力。

Lifestyle

➔ 兼具訓練職場英文 & 考試的最新教材！



Lifestyle is designed to meet the everyday language requirements of people who need English for work, travel and socializing. As well as dealing with how people communicate at work, it also helps learners interact effectively outside of the work environment, enabling them to “get things done” in a variety of situations.

符合潮流的主題

例如：Building Networks, Trouble-shooting, Playing by the rules, Globetrotters, Green chic 等等。

以文法為架構的教學法 (Grammar-Based Instruction)

有效並循序漸進地訓練學生實用的職場表達。

★ Communication Strategies

包含 Request, Apologies, Thanking, Offering help, Saying “no”, Public speaking, Making excuses 等等實用的口語溝通。

★ Interaction

結合文法、單字、聽、說訓練的練習，幫助學生整合所學到的語言，在不同的情境中能真正使用出來。

內容設計完全符合多益考試走向

訓練在國際職場環境中每天所需要使用到的工作及生活語言。

作者的話

Lifestyle 的編輯理念是，在職場英文中，學生需要學習的不只是文法和單字，還需要知道如何有效的溝通，才能成為職場受歡迎的人物。

Lifestyle 重視語言的「功能性」，學生不僅學到「Language」，也學到了「Knowledge」。

有別於一般的職場英文教材，Lifestyle 採用文法為架構的教學法，循序漸進地訓練學生實用的職場表達，學生也能清楚感受到自己的進步。

配件清單

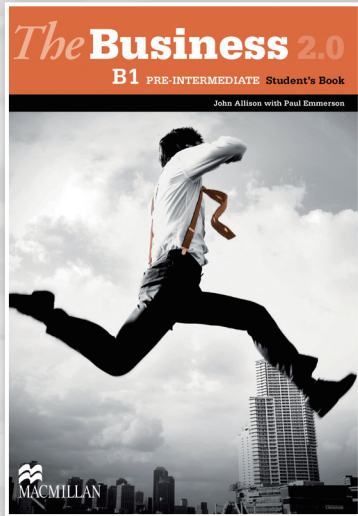
- | | |
|---|---------------------------|
| 1. Coursebook with interactive CD-ROM | 3. Workbook with Audio CD |
| 2. Teacher's book with Test Master CD-ROM | 4. Class Audio CDs |
| | 5. Active Teach 教學簡報軟體 |

老師怎麼說

- 用了 Active Teach 後真覺得酷斃了!!! 不僅可以當白板來用，還可以做 note 存起來提醒我下次要小考或交作業。
- 閱讀文章取材真實而且很有趣，學生又可以在網路上 google 到文章所談論到的主題，對學習來說是加分很多的。
- 內容實用，符合生活與職場兩大領域，適合作為職場英文的教材。
- 文法設計很紮實，不死板，靈活運用在聽說讀寫練習中。

The Business 2.0

➔ 搭配影片、教學資源最豐富的職場英文教材



Based on the success of the original edition, **The Business 2.0** continues to offer Business English students the fundamentals and skills they need to succeed in the competitive international business environment.

Business fundamentals:

每冊的 "fundamentals" 單元，提供職場或商務概要，幫助尚未踏入職場的學生建立背景知識，例如：公司組織、履歷表撰寫、供應鏈關係等等。

Transparent business links:

每冊皆涵蓋主要的商務層面：Personal development, Service, Supply chain, Management and career, Sales and marketing, Enterprise, Finance, International trade.

Flexible approach:

清楚且彈性的課程架構，每單元涵蓋六大教學重點：

1. About Business
2. Vocabulary
3. Grammar
4. Speaking
5. Writing
6. Case Study

The Business 2.0 eWorkbook:

學生本皆搭配電子作業本，提供額外的練習、單字表、以及課本完整影片和聽力音檔。

Teacher's Resource

豐富的教學資源：題庫、影片學習單、相關商業文件（例如：履歷表、抱怨信、感謝信、會議紀錄等等）、教學 powerpoint（並提供每頁投影片的教學步驟）。



配件清單

- | | |
|-------------------------------|---|
| 1. Teacher's Book | 6. Presentations with full lesson plans |
| 2. Student's Book class audio | 7. Business documents |
| 3. Videos and worksheets | 8. Students Book answer key |
| 4. Progress tests | 9. Student's Book glossary |
| 5. Review tests | |



老師怎麼說

1. 主題是正式的商務課程，能夠幫助學生獲得很多真實、可靠的職場資訊。
2. Teacher's Resource 非常完整，每一頁都很詳細，可大力輔助教學。
3. 市面上少數有 Case study 的商業英語教材，難得一見！



1 清楚的教學步驟


4 Careers

▶ preparing for interviews

▶ answering interview questions

▶ roleplaying a job interview

4.4 Speaking Job interviews



Discussion

1 How would you answer the following interview questions?

- Where do you see yourself in five years' time?
- How do you motivate people to do their best?
- What are your weaknesses?
- Can you give an example of a situation you found stressful, and how you coped with the stress?

Listening

▶ 1.56-1.59 Listen to extracts from four job interviews A-D. Which candidate(s):

- give(s) concrete examples from their experience?
- ask(s) questions to make sure they answer the interviewer's question?
- structure(s) the answer in two parts?
- turn(s) a question about a negative point into an opportunity to emphasize a positive quality?

▶ 1.55-1.58 Listen again and complete the checklist of useful expressions for answering job interview questions.

Internet research

Search for the keywords interview advice tips to find out how to succeed in job interviews.

▶ 4 The candidates in Exercise 2 used these expressions. Put the words in **bold** in the correct order.

- I applied what I learned.
- I'm able **being unpopular with to cope**.
- I see myself **performing as top a an employee company in leading**.
- I plan **experience to gain new and skills learn**.
- I would be ready **more a move to position up with to responsibility**.
- I realized that **knowing well you're how motivated essential doing is to staying**.
- I'm aware **there that on that areas are can I improve**.
- I don't feel **weaknesses I any have that significant**.
- I would say **my organization is that one of strengths**.
- I managed **on finish to the time project**.

▶ 5 Read the quotation and mark the interview questions a-h as type 1 or type 2 questions.

The good news is that there are only two interview questions. That is, regardless of what you're asked, the employer really only wants to know:

- What value can you add to my enterprise as an employee (and can you prove it)?
- Why do you want this job?

a) What are your strengths and weaknesses?
b) Why do you want to work for us?
c) What is your greatest achievement?
d) How do you make sure things get done?
e) Why do you want to leave your present job?
f) Tell me about a time when you successfully handled a difficult situation.
g) What sort of environment would you prefer not to work in?
h) What are the most difficult kinds of decisions for you to make?

With a partner, ask and answer the questions using expressions from Exercises 3 and 4, inventing any details as necessary.

Roleplay

▶ 6 With a partner, roleplay an interview for one of the jobs below.

Interviewer
Interview the candidate for the job they have chosen. Invent further information about the job as necessary. For each of your questions, note whether the answer is satisfactory or not. At the end of the interview, give the candidate feedback on how well they performed.

Candidate
Let the interviewer lead the conversation initially, but try to develop an exchange by asking questions about the job and the organization.

Useful expressions: Answering interview questions

Asking for clarification or reformulating	Playing for time
I'm sorry, could you expand on what you mean by ...? Do you ...?	That's a very interesting question. I would say ... That's a difficult question to ...; let's ... that ...
Structuring your answer	Giving concrete examples
I'd like to answer that in two ways: firstly, ... secondly, ... I think there are two important ... to this question ...	Let me give you an example of what I mean. Take ... for ...
Talking about yourself	Validating your answer
I ... what I learned. I see ... as a top performing employee in a leading company. I plan to ... experience and learn new skills. I would be ready to ... up to a position with more responsibility. I realized that knowing how well you're ... is essential to staying motivated. I'm ... that there are areas that I can improve on. I don't feel that I have any ... weaknesses. I would say that organization is one of my ... to finish the project on time.	Is that what you wanted to know? Does that ... your question?

Glossary PAGE 155

achievement
cope with
report
regardless of
strengths
weaknesses

eWorkbook
Now watch the video for this unit.

Multinational oil company

search **future managers** to lead development teams for alternative energies in Norway, Indonesia and South America.

Strong leadership and communication skills essential.

Motivating compensation package.

For details visit www.ruenergeez.com

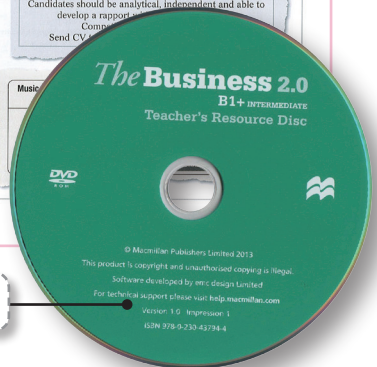
Leading consultancy requires business graduates to train as auditors and consultants

Vacancies in London, Paris, New York, Tokyo

Candidates should be analytical, independent and able to develop a rapport

Company
Send CV

2 豐富的教學資源



(Intermediate Unit 2)



(Upper -Intermediate Unit 1)

3 搭配情境教學影片

The Business 2.0

B1+ INTERMEDIATE

eWorkbook

LANGUAGE PRACTICE

PRINT & WORK

LISTEN

WATCH

DICTIONARY

WORD LISTS

GRAMMAR HELP

WRITING TIPS

TESTS

CONTENTS MAP

John Allison
Paul Emmerson

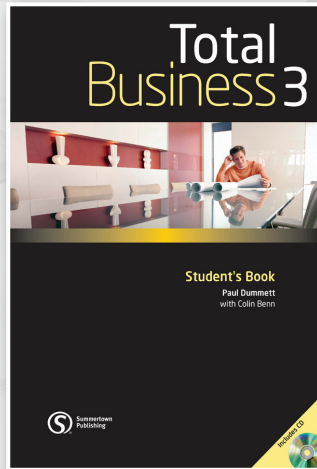
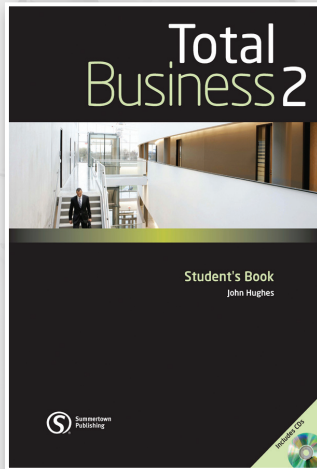
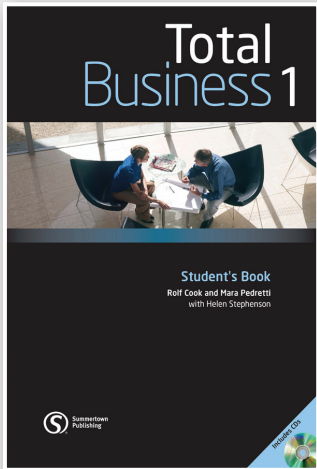
With additional material by Robert Grout and JoAnn Miller

MACMILLAN

4 eWorkbook 提供豐富的練習

Total Business

➔ 榮獲 EL Reviews 及 IATEFL 專業英語教學雜誌專文推薦



Total Business is a three-level business English course for pre-work students and business people wishing to improve their English and their employment prospects. It is also suitable for in-company training.

每單元包含三個教學主軸，教學步驟清楚：

- Business topic: 針對每單元的商業主題內容提供主要的字彙教學。
- Business skills: 提供職場中所必備的溝通技巧演練。
- Learning strategies: 整合重點商務語言。

內容涵蓋重要實用主題

例如：商務簡報、社交、廣告、職場生存、參與會議、商務寫作、應徵工作、業務、教育訓練、品牌、管理等。

收錄最新的商業資訊

例如：在商業法律單元中，收錄關於搜尋引擎 Google 對於商標權的主張。

適合作為準備多益／劍橋商用英語認證考試用書

「Listening Success」及「Reading Success」提供學習技巧及如何掌握答題方向。

適合準備進入職場的學生、上班族、或是公司內部教育訓練課程。

配件清單

1. Student Book with Audio CD
2. Teacher's Book
3. Workbook



IATEFL 專文推薦

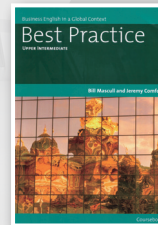
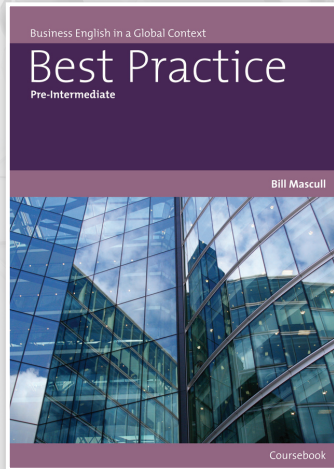
EL Reviews 專文推薦

老師怎麼說

1. 涵蓋商業各個層面，可讓學生熟悉各類商業相關字彙。
2. 活動設計很好，重視實際演練，加強商務溝通能力與技巧。
3. 主題選擇得相當不錯，給予學生職場入門的基本概念。

Best Practice

符合各種教學時數的最佳職場英語教材



Best Practice is a four-level business English course designed for both pre-work and in-work students. It uses realistic, international contexts to train learners in the English needed for both the professional and personal sides of modern business life.

每冊包含六大主題，每主題包含 4 個單元，另有專屬寫作的單元

實用的職場技能主題

例如：Presenting, Telephoning, Meeting, Traveling, Socializing 等等。

有趣的生活主題

例如：Getting fit, Asleep on the job, Work-life balance, I spend all my time in meetings 等等。

與時事結合的主題

例如：Eco-friendly business, Leisure in 2050, Remote working, Bollywood goes global 等等。

★ **Listening**

聽力收錄各國口音，符合實際職場狀況。

★ **Reading**

文章長度適中包括說明文、廣告文案、E-mail，從初級到進階，由淺到深，循序漸進。

★ **Writing**

由淺到深，由填空到撰寫，包括看圖說話、履歷、書信、E-mail、備忘錄 等。

語法及文法簡要明白，例句多，包括字詞用法

適合不同的課程時數做彈性規劃



配件清單

- | | |
|----------------------------|-------------------------------------|
| 1. Student Book | 4. Audio CD |
| 2. Teacher's Resource Book | 5. Assessment CD-ROM with ExamView. |
| 3. Workbook | |



老師怎麼說

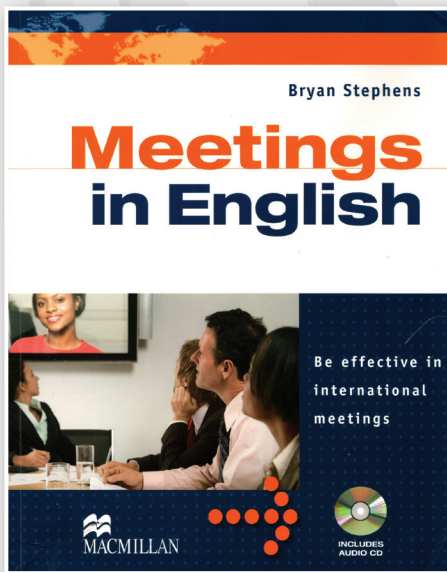
1. 內容符合職場需求、實用。
2. 文章不會太長、適合口語練習。
3. 「Business Across Culture」單元設計很好，因為商務英文需要懂文化差異。
4. 「Communication」單元的設計很好，尤其是 Presentation, Telephoning, Meeting。
5. 練習的項目多，給予老師很大的教學彈性。



HI

Meetings in English

會議英文專門用書



Meetings in English is for anyone who needs to use English to organize or participate in meetings. The course deals not only with the communication skills necessary for a wide range of meeting contexts but also with the networking skills required to build effective relationships.

會議英文專門用書，單元豐富且完整

課程單元有系統的涵蓋會議前準備工作、會議中討論、與會議後檢討的全方位面向。

內容模擬真實會議情境，加深學習印象

每單元都有公司、人物、會議主題情境說明。

聽力練習

包含多種口音並以正常速度播放，讓學生熟悉真實會議進行時的口語速度。

著重聽、說訓練，兼顧讀、寫能力

提供很多模擬演練，包括安排會議、確認會議時間、會議開場白、自我介紹、處理會議衝突等等。

適合不同的課程時數做彈性規劃



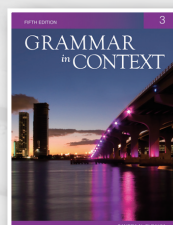
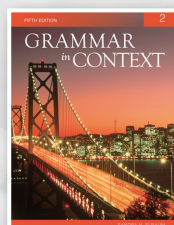
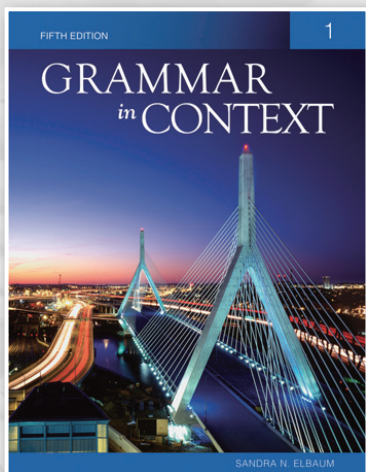
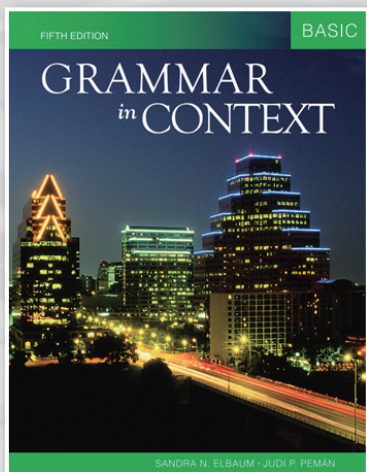
老師怎麼說

1. 情境式模擬練習設計的很好，學生能夠很快進入狀況，利用機會表達。
2. 單元分類得非常仔細，方便挑選適合的主題來上課。
3. 我喜歡最後的口語表達練習，看得出來學生的學習成果。
4. 內容很紮實，不需要另外再找其他課外的資料補充。



Grammar in Context

➔ 從文章上下文開始學習，清楚掌握文法觀念



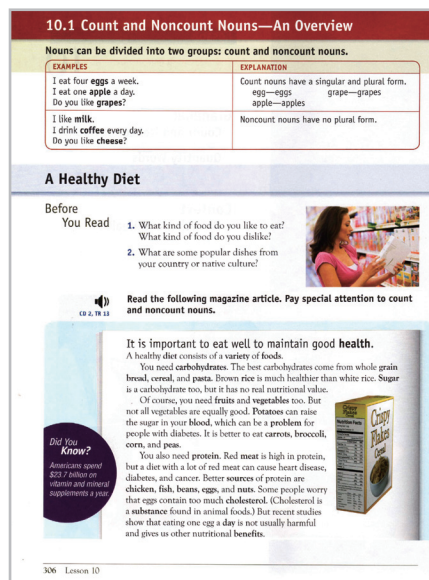
Grammar in Context, Fifth Edition presents grammar in interesting, informative readings and then recycles the language and context throughout every activity.

- 主題包含學校生活、美國文化、家庭和姓名、美國生活、寵物、退休生活、健康、租屋、Google、找工作、老朋友、金錢等等。
- 增加更多與時事相關的文章，例如哈德遜迫降事件、美國總統歐巴馬。
- 藉由主題相關的文章和對話為上下文 (context)，加強學生「語用 (Usage)」的概念。
- 提供更多的範本，協助學生書寫的練習。
- 以更清楚的表格說明文法架構，清楚易懂，一目瞭然。
- 搭配線上學習 Grammar Cafe，熟能生巧！



配件清單

- | | |
|----------------------|------------------------------------|
| 1. Student Book | 4. Grammar Cafe Online Learning |
| 2. Audio CD | 5. Assessment CD-ROM with ExamView |
| 3. Teacher's Edition | |

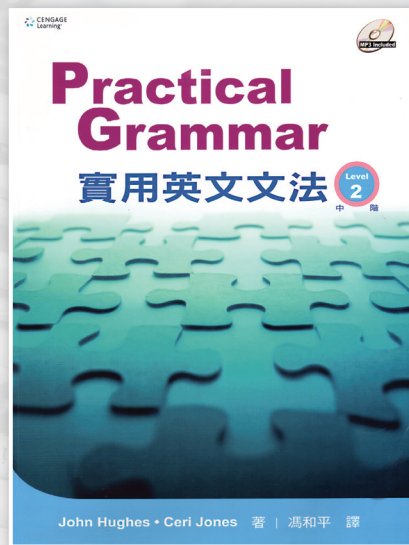
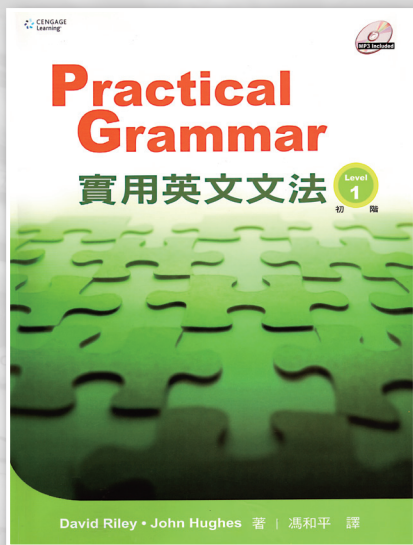


老師怎麼說

1. 藉由上下文導引，可以讓學生更清楚文法在句子中的使用，不然，學生很容易只是學到片段的文法觀念。
2. 非常難得找到一本從文章中學文法的書，而也練習非常豐富。
3. 文章很有趣。
4. 文法解說清楚。
5. 版面設計清楚，閱讀起來很舒服。

Practical Grammar 實用英文文法《中英雙解》

必備文法寶典



《Practical Grammar 實用英文文法》系列是第一套將文法學習活用於日常生活情境的英文文法書。透過實用的情境式學習，文法不再只是冷冰冰的公式，學習者可以立即運用課本的範例，活用於日常生活上。此文法書可用來自修或是課堂上使用，適合初學者、國高中（職）、大專院校，以及在職人士使用。

一單元一文法，精簡點明文法重點

每一冊有 100 個單元，每五個單元形成一個群組，每個群組討論特定的文法。

用自然情境真實表現重點語言

每一單元以日常對話或情境短文為開頭，呈現單元文法重點，學習者可以看到文法的實際運用。

主要詞彙練習

每一個單元都提供常用的字詞語彙，以增進學習者詞彙庫。

用法提示說明

提醒學習者注意英文文法特點及常見錯誤。

豐富紮實的單元試題演練

- 先研讀文法的形式、意義及用法，然後在多元的練習中複習已學到的文法要點。
- 進階成就測驗：學習者可藉此測驗練習檢視對文法的理解。

融入聽力與發音練習

書後 MP3 不僅能加強學習者發音的準確性，同時更能增進其聽力技巧。



配件清單

- | | |
|-----------------|---------|
| 1. Student Book | 3. MP 3 |
| 2. Answer key | |



老師怎麼說

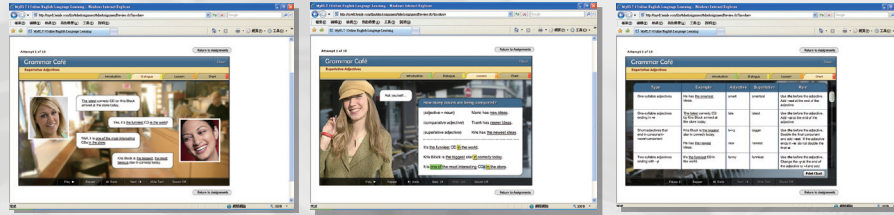
1. 練習非常好，媲美其他的文法大書。
2. 內容設計非常用心，結合文法、聽力、字彙和常用錯誤解析，很實用。
3. 很適合拿來當做文法補充教材或推薦給學生作為文法工具書。

Grammar Café

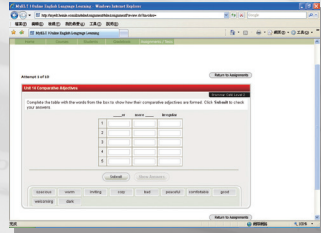
➔ 以文法為架構、聽說讀寫全方位的 E-learning 學習平台！

六大
題型

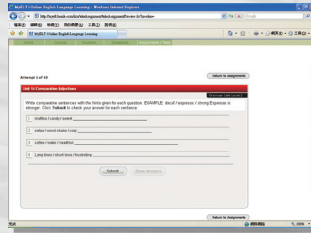
第一類型：Presentation: 以對話情境引導，真人發音教學，表格整理文法重點



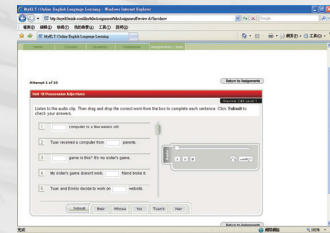
**第二類型
Grammar Focus 1:** 句子練習



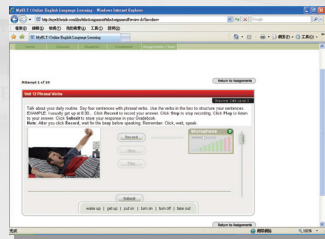
**第三類型
Grammar Focus 2:** 寫作練習



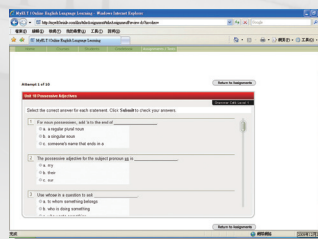
**第四類型
Listening:** 聽力練習，適合訓練各類英檢



**第五類型
Speaking:** 口說訓練，學生直接將口說練習音檔傳給老師



**第六類型
Review Quiz:** 總複習



Grammar Café is a revolutionary new online grammar course that blends words, sounds, images, and much more to heighten your students' understanding of important grammar concepts.

對台灣學生而言，文法是重要的基本功夫，在授課時數有限的情况下，透過不佔用上課時間的「網路學習」是最佳方案之一！

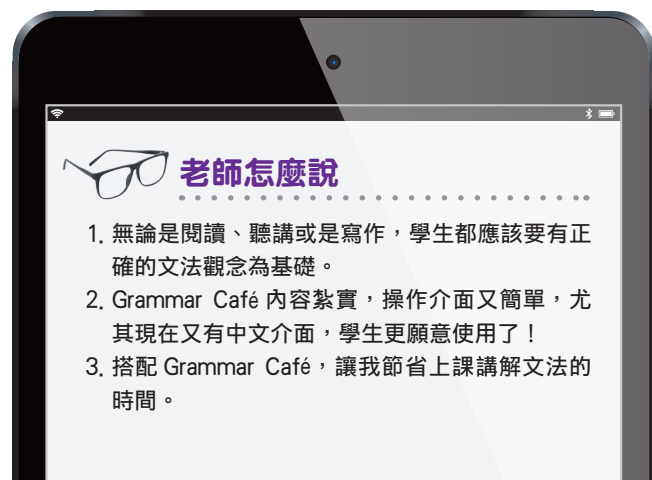
- 真人發音的上課情境、對話情境、提供上課講義
- 透過精緻全彩 3D 動畫、易懂的圖解使學生理解文法
- 貼近日常生活的內容
- 以聽、說、讀、寫等技巧作答的練習題
- 作答方式模擬 GEPT、TOEIC
- 多國語言介面操作（含中文），使學生操作時無語言障礙

Grammar Café 是教師的好幫手

- 可線上直接安排學生學習進度表、作業與各項練習活動
- 可設定學生作業的起迄時間
- 可掌握學生上線學習次數、時間與作答作業細節
- 可線上糾正學生答題錯誤並給予建議回覆
- 可輕易追蹤學生學習成績與進度，有效管理學習成效
- 可作全班、個人等學習結果分析，以利修正學習進度與作業安排

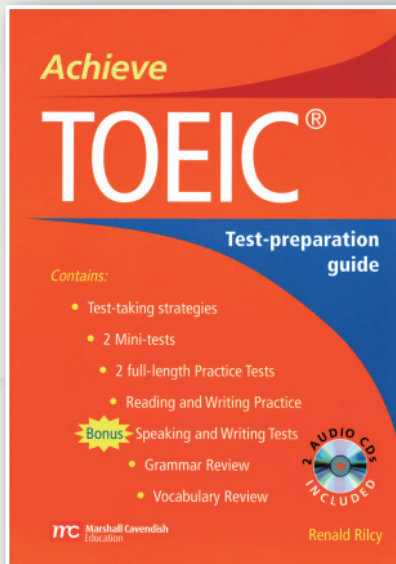
學號	姓名	學習進度	作業進度	測驗進度	總進度
001	張國華	100.00%	100.00%	100.00%	100.00%
002	李國華	100.00%	100.00%	100.00%	100.00%
003	王國華	100.00%	100.00%	100.00%	100.00%
004	陳國華	100.00%	100.00%	100.00%	100.00%
005	林國華	100.00%	100.00%	100.00%	100.00%
006	黃國華	100.00%	100.00%	100.00%	100.00%
007	楊國華	100.00%	100.00%	100.00%	100.00%
008	蔡國華	100.00%	100.00%	100.00%	100.00%
009	廖國華	100.00%	100.00%	100.00%	100.00%
010	謝國華	100.00%	100.00%	100.00%	100.00%
011	洪國華	100.00%	100.00%	100.00%	100.00%
012	楊國華	100.00%	100.00%	100.00%	100.00%
013	蔡國華	100.00%	100.00%	100.00%	100.00%
014	廖國華	100.00%	100.00%	100.00%	100.00%
015	謝國華	100.00%	100.00%	100.00%	100.00%
016	洪國華	100.00%	100.00%	100.00%	100.00%
017	楊國華	100.00%	100.00%	100.00%	100.00%
018	蔡國華	100.00%	100.00%	100.00%	100.00%
019	廖國華	100.00%	100.00%	100.00%	100.00%
020	謝國華	100.00%	100.00%	100.00%	100.00%
021	洪國華	100.00%	100.00%	100.00%	100.00%
022	楊國華	100.00%	100.00%	100.00%	100.00%
023	蔡國華	100.00%	100.00%	100.00%	100.00%
024	廖國華	100.00%	100.00%	100.00%	100.00%
025	謝國華	100.00%	100.00%	100.00%	100.00%
026	洪國華	100.00%	100.00%	100.00%	100.00%
027	楊國華	100.00%	100.00%	100.00%	100.00%
028	蔡國華	100.00%	100.00%	100.00%	100.00%
029	廖國華	100.00%	100.00%	100.00%	100.00%
030	謝國華	100.00%	100.00%	100.00%	100.00%
031	洪國華	100.00%	100.00%	100.00%	100.00%
032	楊國華	100.00%	100.00%	100.00%	100.00%
033	蔡國華	100.00%	100.00%	100.00%	100.00%
034	廖國華	100.00%	100.00%	100.00%	100.00%
035	謝國華	100.00%	100.00%	100.00%	100.00%
036	洪國華	100.00%	100.00%	100.00%	100.00%
037	楊國華	100.00%	100.00%	100.00%	100.00%
038	蔡國華	100.00%	100.00%	100.00%	100.00%
039	廖國華	100.00%	100.00%	100.00%	100.00%
040	謝國華	100.00%	100.00%	100.00%	100.00%
041	洪國華	100.00%	100.00%	100.00%	100.00%
042	楊國華	100.00%	100.00%	100.00%	100.00%
043	蔡國華	100.00%	100.00%	100.00%	100.00%
044	廖國華	100.00%	100.00%	100.00%	100.00%
045	謝國華	100.00%	100.00%	100.00%	100.00%
046	洪國華	100.00%	100.00%	100.00%	100.00%
047	楊國華	100.00%	100.00%	100.00%	100.00%
048	蔡國華	100.00%	100.00%	100.00%	100.00%
049	廖國華	100.00%	100.00%	100.00%	100.00%
050	謝國華	100.00%	100.00%	100.00%	100.00%

可輕易追蹤學生學習成績與進度



Achieve TOEIC

➔ 隨書附贈完整的聽力 CD，物超所值！



Featuring invaluable test-taking strategies from a TOEIC® expert as well as plenty of authentic test practice, **Achieve TOEIC®** provides everything candidates need to achieve their best in the test.

涵蓋重要考試技巧

例如：聽力 - 圖片觀察、同音異義字、相似音分辨、如何判斷答案，閱讀 - 常考文法分析、常考單字整理、單篇與雙篇閱讀解析等等。

多國口音

符合考試趨勢；音檔速度，符合真正考試。

★ Vocabulary File

分類整理常考單字，包含一般商務、財務、採購、人事、公司、出差、餐飲、娛樂等等。

★ Grammar File

文法觀念總整理，搭配文法練習題，加強訓練常考文法。

- 提供診斷測試與 2 組 Mini-Test，可作為分級測驗
- 2 組完整的模擬試題（附加完整聽力稿及答題卷）
- 編排符合多益題本，幫助學生提早熟悉考題形式
- 額外提供針對新多益的「口語」與「寫作」答題技巧與答題相關範例
- 幫助學生到達多益八百分以上實力



配件清單

1. Free 2 Audio CDs
2. Teaching PowerPoint Presentation

Homonyms are words which:

- sound exactly the same;
- have different spellings;
- have different meanings.

Study the following examples. Use the audio recording and the phonetic transcription in brackets to help you differentiate these words.

Example 9

[baɪ]	Buy By	I will buy my ticket at the station. I would like a seat by the window.
[breɪk]	Break Brake	You must break it in two to open it. I tried to brake but it was too late.
[pa:st]	Passed Past	She passed her driving test in Iceland. It's half pa st.
[sɪn]	Seen Scene	I have nev er seen the scene .
[mi:t]	Meat Meet	Vegetarian We often meet.

Possessive adjectives and contracted forms of subject p
the test.

運用圖解，一目了然

3.4 Prepositions

A preposition is a word that links nouns, pronouns, verbs or phrases to other words in a sentence. It usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Most of the prepositions used in this part of the test express location or movement. Here are a few examples:

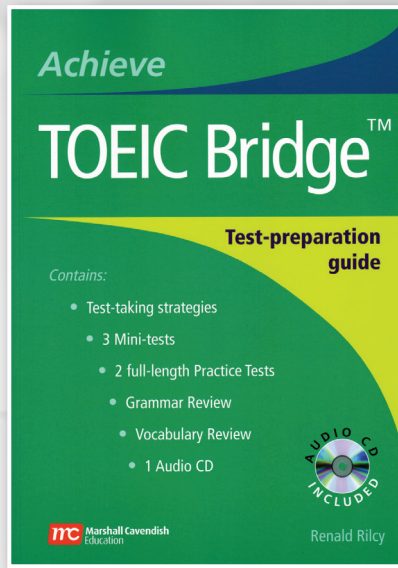
It is important to identify and understand the prepositions you will hear in the statements because they are used to add information and can therefore affect the meaning of a sentence.

老師怎麼說

1. Test-Taking Strategy 的重點及解釋清楚易懂。
2. 適合教學及自修。
3. 單字、文法都以類別整理，非常好用。
4. 隨書附贈完整的聽力 CD，讓學生可以不斷重複練習。
5. 內容很完整，不需要再額外準備補充教材。



Achieve TOEIC Bridge



Organized with a streamlines approach, this user-friendly guide is designed to teach students how to prepare for the **TOEIC Bridge** test in an effective way and at the same time improve their overall English Language proficiency. It may be used for classroom-based preparation or self-study,

詳解聽力測驗技巧

例如圖片觀察、同音異義字、相似音分辨、如何判斷答案等等。

詳解閱讀測驗技巧

包含常考文法分析、常考單字整理、單篇閱讀解析等等。

分類整理常考字彙

例如：家人與朋友、健康、一般商務、公司、出差、餐飲、娛樂等等。

文法觀念總整理

搭配文法練習題，加強訓練常考文法。

- 提供診斷測試與 3 組 Mini-Test，可作為分級測驗
- 2 組完整的模擬試題（附加完整聽力稿及答題卷）

11.1 PRESENT SIMPLE AND PRESENT CONTINUOUS

PRESENT SIMPLE	PRESENT CONTINUOUS
- Routines. - Repeated actions or events. e.g. They often play volley ball on Saturdays.	- Things happening at the moment of speaking. e.g. They are playing volley ball on the beach.
- Permanent situations. - General facts. e.g. Jeremy lives in Australia.	- Temporary situations. - Current projects. e.g. I am staying at the Park Hotel.
- Future actions (<i>events based on official calendars, timetables, programs</i>). e.g. The plane leaves Geneva at 10:30.	- Fixed future arrangements (<i>personal</i>). e.g. He is having dinner with Linda on Tuesday.
Often used with time expressions like: Never, rarely, hardly ever, sometimes, often, usually, always.	Often used with time expressions like: Now, at the moment, at present, currently, usually.

I	am ('m)	
You	are ('re)	playing.
We	are ('re)	playing.
They	are ('re)	playing.
He / She / It	is ('s)	

Do	I	you	play?
Does	we	they	play?
Does	he / she / it		

I	am not ('m not)	
You	are not (aren't)	playing.
We	are not (aren't)	playing.
They	are not (aren't)	playing.
He / She / It	is not (isn't)	

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表格式文法重點整理，
有條理的複習文法概念



配件清單

Free Audio CD

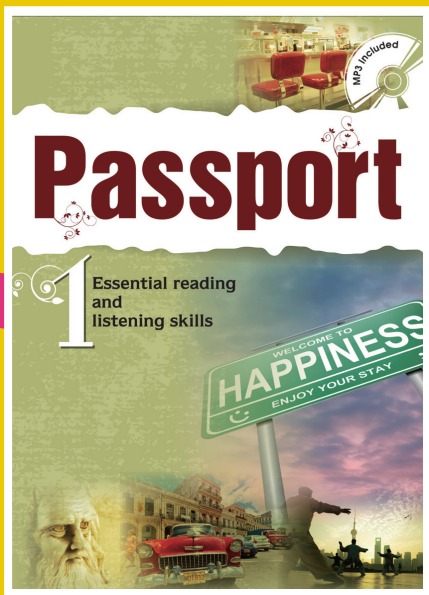


老師怎麼說

1. 題目多，可以讓學生有充分練習。
2. 技巧解析清楚明瞭。
3. 適合教學及自修。
4. 以重點整理的方式複習單字及文法，很有效率。

Passport

Essential reading and listening skills



通往學測指考高分的 超級護照

全國首創結合英語
閱讀與英語聽力的
技巧訓練寶典

Passport 是一套訓練閱讀技巧與聽力技巧的教材，分為二冊，閱讀的部分，每冊各有70篇文章，搭配閱讀理解練習。聽力的部分，每冊分析常見的聽力技巧，並搭配三回完整的大考英聽模擬考。

十大閱讀類別 完全符合大考方向

- 1 Ecology
- 2 Life
- 3 Travel
- 4 Education
- 5 Health
- 6 Science
- 7 Technology
- 8 Culture
- 9 History
- 10 People

八大閱讀技巧 充分掌握閱讀策略

- 1 Understanding Main ideas
- 2 Recognizing Purpose
- 3 Identifying Detail
- 4 Understanding Reference
- 5 Identifying Paraphrase
- 6 Defining Vocabulary
- 7 Making Inferences
- 8 Recognizing Sequence

六大聽力技巧 面對英聽考試，迎刃而解

- 1 Listening for Main Ideas and Details
- 2 Numbers and Letters
- 3 Understanding Wh- Questions
- 4 Making Inferences
- 5 Understanding Yes/No Questions
- 6 Understanding Homonyms

程度分級

Book 1 ▶▶ 高中字彙 1-4 級
英檢初中級字彙
文章長度：250-300字

Book 2 ▶▶ 高中字彙 1-5 級
英檢中級字彙
文章長度：300-350字

配件

- 每冊附贈 CD (課文朗讀 + 聽力練習)
- 學測指考閱讀模擬測驗卷
- 大考英聽模擬測驗卷
- 單字表
- 聽力對白稿

