

從零到壹： 英文教材出版的點點滴滴

主講人：蔡佳蓉

緣起



成員

劉子瑛 老師



謝君青 老師



時程

2020 一月

- 第一課初稿

2020 二月

- 本書特色
- 內容及目錄
- 第一課完稿

2020 三~四月

- 全冊十二課初稿
- 蕭玲玲老師校訂

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本書特色

1. 口語解說與發表能力

2. CEFR A1 and A2 程度

3. Oxford 3000 字彙

4. 素養導向：

- developing learning skills
- thinking critically
- practicing collaboratively
- speaking with confidence
- mastering real-life skills

5. 螺旋式課程設計

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2020 五~六月

- 審(校)稿
- 交稿東華
- 確認設計與配件
- 確認版型與套版

2020 七月

- 確認錄音稿
- 錄音

2020 八月

- 確認封面
- 校稿
- 印刷

原稿

Unit 10 Eating Customs

- ★ Objective: Talking about eating customs around the world
- ★ Vocabulary focus: Learning verb phrases identifying eating customs
- ★ Language focus: Giving suggestions about DOs and DON'Ts

1. Critical Thinking

A. What is a custom? Do you know any eating customs in your country or in another country?

Find them and write them in the box below.

Eating custom(s) in your country:

Eating custom(s) in another country:

B. Collaborative practice: Work in pairs. Take turns talking about an eating custom in your country and an eating custom in another country. Then share if the eating custom in another country is acceptable in your country.

(插入圖片：請插入一男生正在解說的圖片。男生說 “In Taiwan, it is common to use a shared pair of chopsticks to take food. In Chile, it is uncommon to use your hands to take food, but it is sometimes acceptable in Taiwan.”)

原稿

2. Vocabulary ←

A. Read the eating customs around world. Match them with the country where the eating custom is common. ←

←

Britain	India	Spain	Taiwan	Egypt	Japan	Italy	Korea←
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←

1. _____←	2. _____←	3. _____←
Do not stick your chopsticks upward in a bowl ← (插入圖片：請插入一張將筷子插入碗裡的圖片)←	Use only your right hand to handle food ← (插入圖片：請插入一張以右手拿食物的圖片)←	Do not add cheese on seafood ← (插入圖片：請插入一張加起司於海鮮的圖片)←
4. _____←	5. _____←	6. _____←
Do not pass food to someone with chopsticks ← (插入圖片：請插入一張以筷子將食物夾給別人的圖片)←	Do not touch the sides of a cup when stirring tea ← (插入圖片：請插入一張以湯匙攪拌茶的圖片)←	Do not ask for salt and pepper ← (插入圖片：請插入一張鹽和胡椒罐的圖片)←
7. _____←	8. _____←	
Wait for someone to pour a drink for you ← (插入圖片：請插入一張將飲料倒入杯中的圖片)←	Eat a big lunch between 2 pm to 4 pm (插入圖片：請插入一張下午 3 點吃大餐的圖片)←	

10 Eating Customs

Objective: Talking about eating customs around the world
Vocabulary Focus: Learning verb phrases identifying eating customs
Language Focus: Giving suggestions about DOs and DON'Ts

套版



套版

Critical Thinking

A What is a custom? Do you know any eating customs in your country or in another country? Find them out and write them in the boxes below.

Eating custom(s) in your country:

Eating custom(s) in another country:

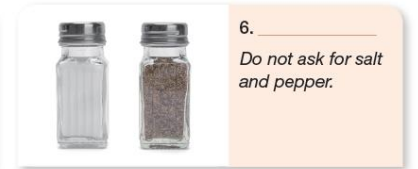
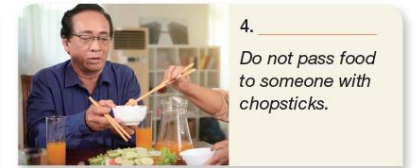
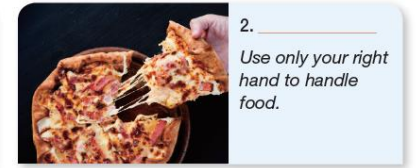
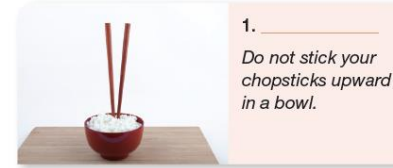
B Collaborative practice: Work in pairs. Take turns talking about an eating custom in your country and an eating custom in another country. Then share if the eating custom in another country is acceptable in your country.



Vocabulary

A Read the eating customs around the world on the next page. Match each eating custom with the country in the box where the eating custom is common.

Britain	India	Spain	Taiwan
Egypt	Japan	Italy	Korea



B Collaborative practice: Work in groups. Take turns asking one group member to talk about the eating custom in a country in Exercise A.

Example:

A: *What is an eating custom in Britain?*

B: *In Britain, it is common not to touch the sides of a cup when stirring tea.*

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封面

Your Turn to Speak

Your Turn to Speak is a perfect book for learners whose English proficiency is at the elementary stage to improve their oral communication abilities and confidence in speaking English. The book is competence-oriented and organized from easy to more challenging practices wherein vocabulary words and sentence patterns are recycled.

FEATURES:

- ◆ **Skill Focus**—Each unit presents one learning skill that will facilitate life-long learning.
- ◆ **Critical Thinking**—Each unit begins with an activity that requires learners to think by comparing, reasoning, or classifying.
- ◆ **Vocabulary**—Each unit presents the key vocabulary words related to the topic of discussion.
- ◆ **Language Focus**—Each unit summarizes the sentence patterns that functionally achieve oral communication purposes.
- ◆ **Conversation**—Each unit presents a model conversation about a certain topic with the key vocabulary and sentence patterns.
- ◆ **Speak with Confidence**—Each unit provides a chance for learners to say what they can in a more interactive and problem-solving practice.
- ◆ **Real-Life Skills**—Each unit wraps up with an illustration practice where learners report charts or give a presentation.

COMPONENTS:

- ◆ Downloadable MP3s
- ◆ Presentation Tool
- ◆ Test Bank

EnglishCentral

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Your Turn to Speak

Chia-jung Tsai · Tzu-ying Liu · Chun-ching Hsieh

經費

版稅



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教發教材
補助

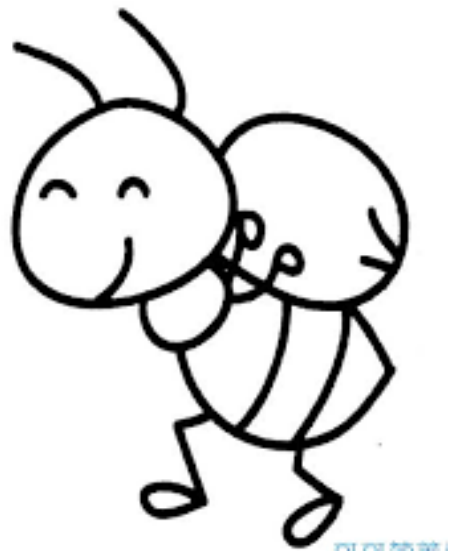
未來

新成員

英語教學中心
賴琦瑾 老師

英語教學中心
魏琥 老師





- 謝謝聆聽 -

