從零到壹:

英文教材出版的點點滴滴

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謝君青老師



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

Scope and Sequence

Unit/Topic	Skill Focus	Critical Thinking	Vocabulary	Language Focus	Conversation	Speak with Confidence	Real-Life Skills: Illustration / Presentation
1 Personality	Learning to understand prefixes and suffixes	Thinking about your family members	Adjectives describing personalities	Asking and describing personalities and preferences	Talking about personalities and preferences	Introducing your family members	Reporting on pie charts
Health Problems	Learning to form compound words	Giving advice for health problems	Nouns about health problems and remedies	Describing health problems and making suggestions	Talking about health problems and making suggestions	Describing patients' health problems and making suggestions	Presenting ways to stay healthy
3 Staying Healthy	Learning to understand syllables	Saying ways to keep fit and proving your point of view	Phrases about activities to stay healthy	Asking for and giving advice to keep healthy	Asking for and giving advice to keep healthy	Giving doctor's advice	Reporting on the health pyramid
4. Leisure Activities	Learning to identify verbs that collocate with sports and leisure activities	Ranking leisure activities	Verbs about leisure activities	Asking about leisure activities and giving responses	Asking about free-time activities and giving responses	Finding people who do the activities in their free time	Presenting your free-time activities
5 Favorite Food 44	Learning to use conjunctions	Brainstorming different types of food and explaining reasons	Nouns about food	Asking about food preferences and answering with reasons	Talking about making a dish with different types of food	Giving examples of different types of food and talking about food preferences	Reporting on bar charts
6 Shopping 54	Learning to use sense verbs	Ranking the places and items for shopping	Nouns about clothes	Asking for advice and giving comments on clothes	Asking for advice and giving comments on clothes	Introducing different looks in different occasions	Presenting your shopping experiences
7 Jobs	Learning to use keywords in speaking	Ranking dream jobs and giving reasons	Nouns about jobs	Asking and describing jobs in different industries	Talking about different jobs	Introducing friends' jobs at a reunion party	Reporting on organization charts
8 Neighborhood 76	Learning to exchange information	Describing a favorite place in the neighborhood	Nouns about places in the neighborhood	Asking and answering about hometown and neighborhood	Talking about a favorite place in the neighborhood	Introducing a friend's favorite place in the neighborhood	Presenting your neighborhood
9 Travel	Learning to memorize words with a story	Deciding on the best place to travel	Nouns about taking a flight	Asking indirect questions	Asking about the experience of taking a flight	Telling a personal story about taking a flight	Reporting on a flight itinerary
10 Eating Customs	Learning to use filler words or phrases in conversations		Phrases identifying eating customs	Giving suggestions about DOs and DON'Ts	Talking about different eating customs	Introducing eating customs from your country	Presenting interesting eating customs around the world
Movie Production	Learning to use linking sounds in speaking	Finding out about the process of moviemaking	Nouns about movie types and production	Expressing agreement and disagreement	Talking about the opinions about a movie	Explaining why people like or dislike a movie	Reporting on a line graph about movie trends
12 Common Talents	Learning to sort out words	Reflecting on your own talents	Nouns naming common talents	Talking about unreal situations with <i>if</i> and <i>wish</i>	Talking about common talents	Introducing your classmate and his/her talents	Presenting a famous person and his/her talents
Word List							

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- 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 ←

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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. ←

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. \leftarrow

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

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





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:



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



Do not stick your chopsticks upward in a bowl.



Use only your right hand to handle food.



Do not add cheese to seafood.



Do not pass food to someone with chopsticks.



Do not touch the sides of a cup when stirring tea.



Do not ask for salt and pepper.



Wait for someone to pour a drink for you.



Eat a big lunch between 2:00 p.m. and 4:00 p.m.

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.

100 • Your Turn to Speak

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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:

封面

- ♦ 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





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經費



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- 謝謝聆聽 -

